

KS3 Catch Up Funding: Impact Report 2019-20

Goffs School has received £13,697 to support students who started KS3 in September 2019 with low attainment in literacy and numeracy.

In the Year 7 cohort (2019-20), 58 students were identified as requiring literacy support, with 42 students requiring support with numeracy.

Support Strategies

- Year 7 students are grouped according to [prior attainmentability](#) in Maths. In English, students are not set upon entry into KS3. The curriculum is deliberately arranged to ensure that, in Maths, lower ability students are taught in smaller classes, ensuring more individual support. In English, lessons are scaffolded to ensure all students, especially lower attainers, are able to access the material
- We invest in additional staffing in core subject areas
- Teaching Assistants are allocated to these groups of students to provide additional support
- Parents of students identified as requiring catch-up support are invited into school for an additional information evening, focusing on how to support their child at home and to explain the additional support which is being put in place by the school

Additional support strategies for this group of students include:

Literacy - Support Strategies and Impact

Support	Cost	Impact
<u>Additional literacy booster classes before school:</u> Daily sessions led by the SENCO and Director of Learning for Year 7, from 7.25 to 8.25am. Sessions are structured with a maximum of 4 students to each member of staff, in order to ensure highly personalised support	£4,000	Y7 students involved in this programme have, on average, improved their reading age by 14 months from September 2019 to July 2020 (assessed via standardised reading tests <u>prior to school closure in March 2020</u>)
<u>Modified timetable:</u> Additional Literacy Development lessons throughout the year Or A half-termly intensive daily programme in Learning Plus	Within staffing budget (£4,000)	Of the Y7 students involved in literacy support sessions, from September 2019 to March 2020, 90% have made at least expected progress in English (assessed via <u>termly-end</u>)

		<u>of term English assessments and reports).</u> <u>This is compared to 91% of the wider Y7 cohort.</u>
--	--	--

Numeracy - Support Strategies and Impact

Support	Cost	Impact
<u>Modified timetable:</u> Daily Maths sessions in Learning Plus for a minimum of one half-term	Within staffing budget (£4,000)	Of the students involved in numeracy support sessions, from September 2019 to <u>July-March</u> 2020, 78% of students have made at least expected progress in Maths (assessed via <u>termly-end of term</u> Maths assessments <u>and reports</u>). <u>This is compared to 82% of the wider cohort.</u>
<u>Additional Numeracy booster classes before school:</u> These are led x3 per week by members of the Maths department, from 7.25 to 8.25am. Sessions are structured with a maximum of 4 students to each member of staff, in order to ensure highly personalised support	£4,000	