

# Ridgeway Academy

Year 7 Catch Up Funding Report: 2019/20



<b>Date of Report:</b>		September 2020
<b>Report Author:</b>		Mr A Hewitt

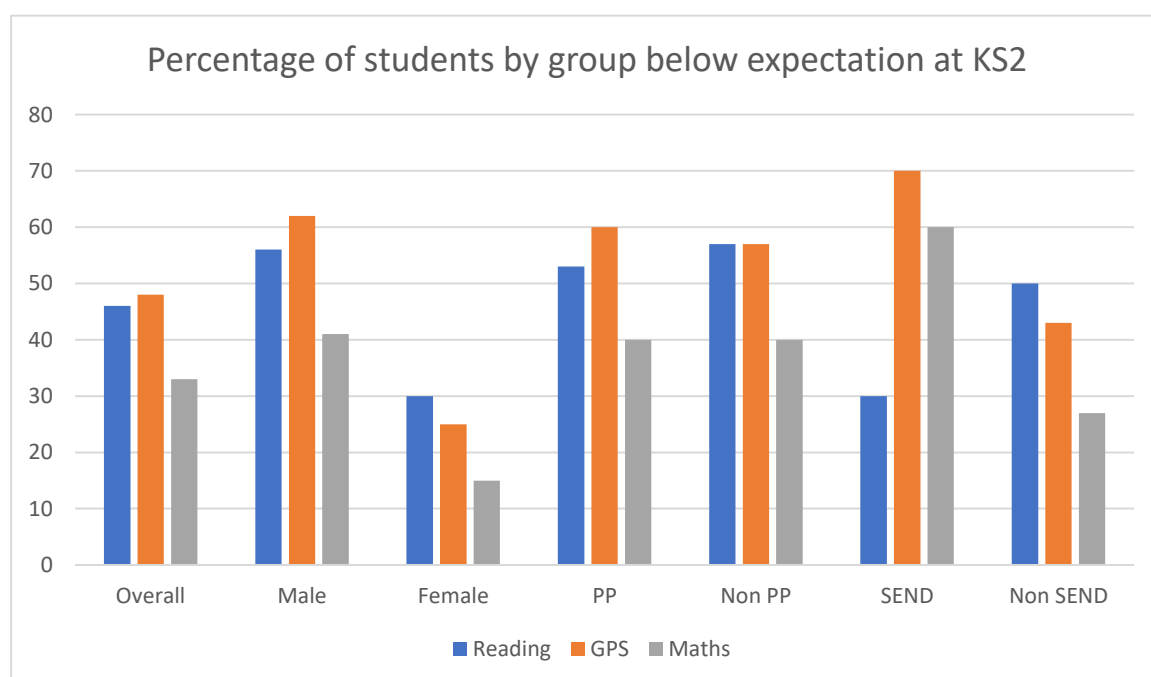
The literacy and numeracy catch up funding provides schools with additional funding to support those children who performed below national expectations at KS2 in English and Maths. It is provided to all state funded schools with a Year 7 cohort.

<b>Summary Information</b>	
Total budget	£6,545
Date of previous review	September 2019
Date of next review	September 2021

<b>Nature of Spending</b>	
Staffing for extra sets in English and Maths, resulting in a higher adult to student ratio, enabling more opportunities for one to one support in lessons.	
Interventions with identified students.	
1-2-1 rapid reading programme.	
Additional TA support in English.	

<b>Data</b>	
Total students with KS2 data – 54	
Average points score Reading – 99.46	
Average points score Maths – 101.72	
Average points score GPS – 99.72	

## Impact of funding



	Reading	GPS	Maths
Overall	46	48	33



Male	56	62	41
Female	30	25	15
PP	53	60	40
Non PP	57	57	40
SEND	30	70	60
Non SEND	50	43	27

There were 25 students, 46% of the cohort who achieved a scaled score below the expectation in English Reading at KS2. 26 students, 48% of the cohort achieved a scaled score below the expectation in Grammar, Punctuation and Spelling at KS2. 18 students, 33% achieved a scaled score below the expectation in Maths. The data shows the gap between English achievement at KS2 and Maths.

#### Gender

The percentage of male students below the expectation was significantly higher than female in English Reading, 56% against 30%. This was also the case in GPS with over double the percentage of males falling below the expectation, 62% against 25%. This pattern was repeated in Maths with 41% of males achieving a score below the expectation against 15% of females.

#### Disadvantaged

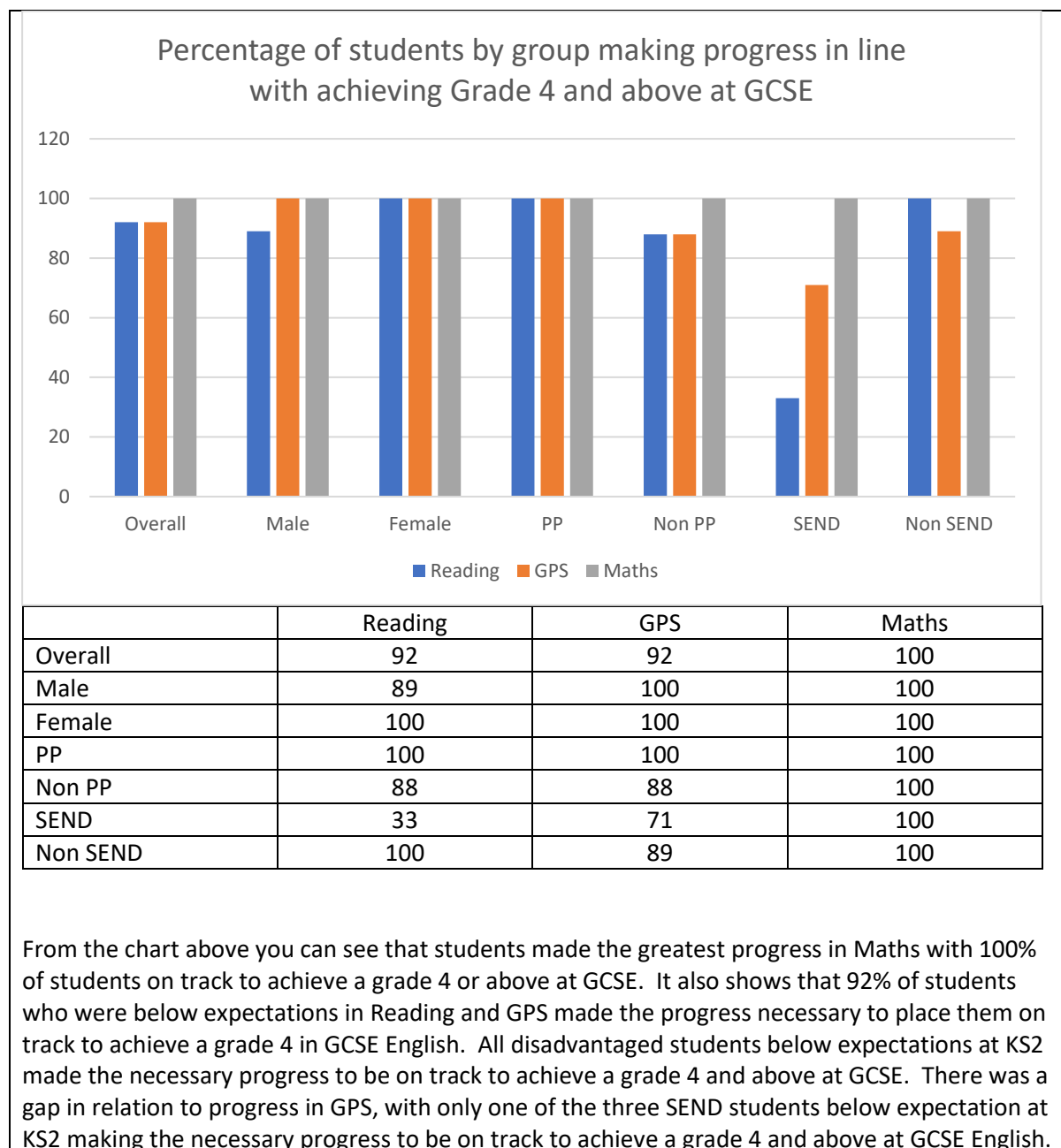
The percentage of disadvantaged students achieving a score below the expectation was in line with non-disadvantaged students in English reading, 53% compared to 57%. This was repeated in GPS, with 60% of disadvantaged students falling below the mark compared to 57% of non-disadvantaged. There was no gap in Maths, with 40% of disadvantaged students and 40% of non-disadvantaged students not achieving the expectation.

#### SEND

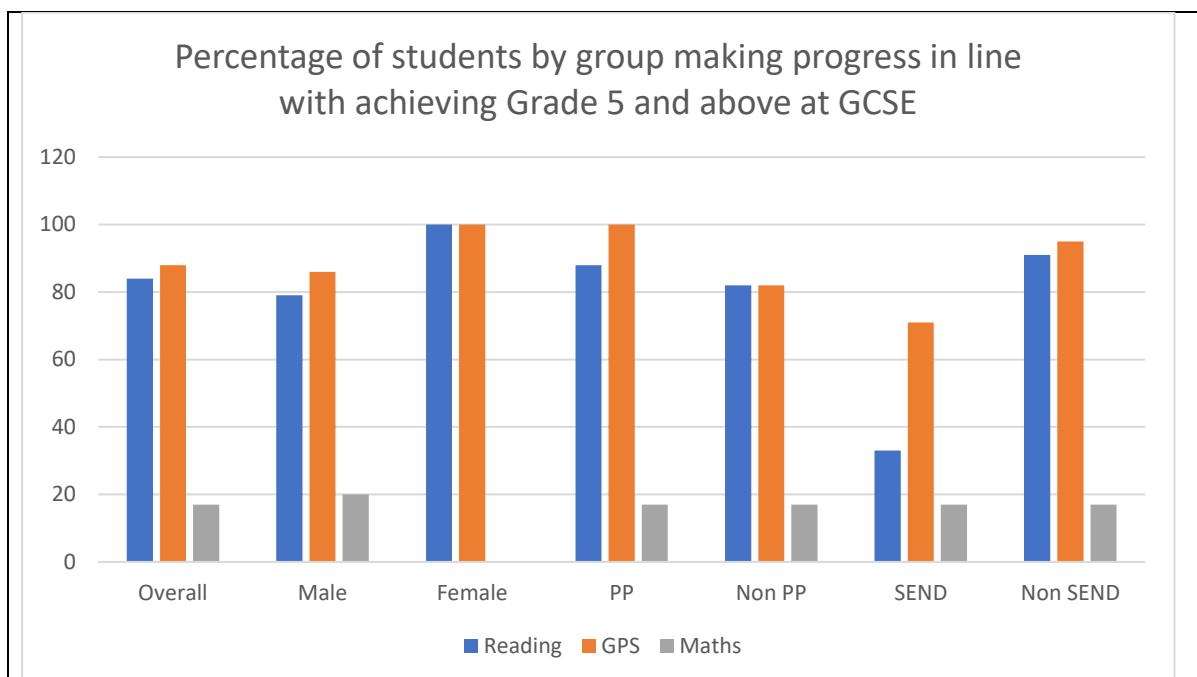
At 30%, the percentage of SEND students not achieving the expectation in English Reading was significantly lower than non-SEND students, 50%. This was reversed at GPS, with the percentage of SEND students not achieving the expectation significantly higher than non-SEND students, 70% compared to 43%. There was also a significant gap in Maths with 60% of SEND students failing to achieving the KS2 expectation against 27% of non-SEND students.

### **Impact Assessment**

The progress of students is measured through the school's internal grade system which works back from GCSE grade outcomes. It is the National expectation that students achieve above 100 in scaled scores in English Reading, Grammar, Punctuation and Spelling and Maths SATs tests conducted at the end of KS2. In order for students below 100 to make greater progress that demonstrates "catch up" they should be on track by the end of Year 7 to achieve a Grade 4 or 5 at GCSE using the school's internal grade system.



From the chart above you can see that students made the greatest progress in Maths with 100% of students on track to achieve a grade 4 or above at GCSE. It also shows that 92% of students who were below expectations in Reading and GPS made the progress necessary to place them on track to achieve a grade 4 in GCSE English. All disadvantaged students below expectations at KS2 made the necessary progress to be on track to achieve a grade 4 and above at GCSE. There was a gap in relation to progress in GPS, with only one of the three SEND students below expectation at KS2 making the necessary progress to be on track to achieve a grade 4 and above at GCSE English.

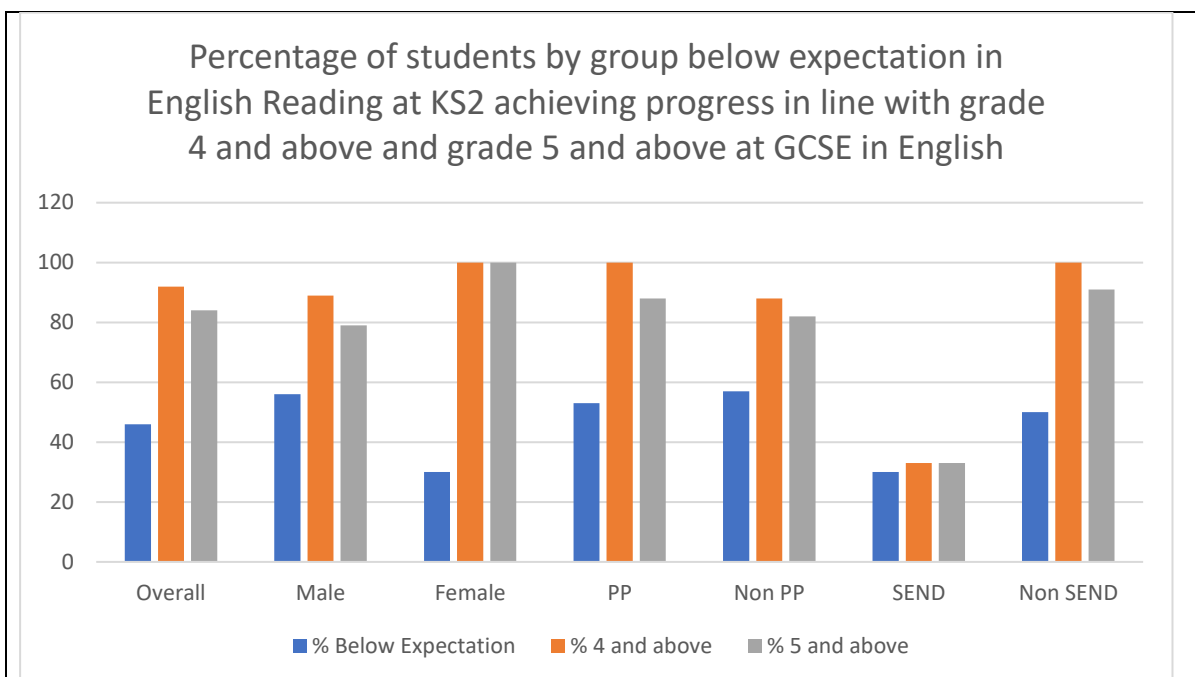


	Reading	GPS	Maths
Overall	84	88	17
Male	79	86	20
Female	100	100	0
PP	88	100	17
Non PP	82	82	17
SEND	33	71	17
Non SEND	91	95	17

The chart above shows that higher levels of progress for students below expectations at KS2 were made in English. In relation to students below expectation in English Reading, percentages of students who made progress in line to achieve grade 5 and above were highest for female, non-SEND and disadvantaged students. The same can be seen in relation to GPS. The percentage of students making progress to be on track to achieve a grade 5 and above at GCSE were generally in line across all student groups.

**English Reading**

92% of those students below the expectation in English Reading made progress in line with achieving a grade 4 or above in GCSE English. 84% of students below the expectation made further progress in line with achieving a grade 5 at GCSE.



	% Below expectation	% 4 and above	% 5 and above
Overall	46	92	84
Male	56	89	79
Female	30	100	100
PP	53	100	88
Non PP	57	88	82
SEND	30	33	33
Non SEND	50	100	91

### Gender

The percentage of female students who made the necessary progress to be on track to achieve a grade 4 and above at GCSE was slightly more than males, with 100% achieving this mark against 89%. This was repeated at the measure of progress in line with achieving a grade 5 or above at GCSE. 100% of female students hit this mark compared with 79% of males.

### Disadvantaged

Of the disadvantaged students below expectation in English Reading, 100% made progress in line with achieving Grade 4 and above at GCSE. This was above the 88% of non-disadvantaged students who made progress in line with achieving grade 4 and above. 88% of disadvantaged students made progress in line with achieving grade 5 and above at GCSE compared to 82% of non-disadvantaged.

### SEND

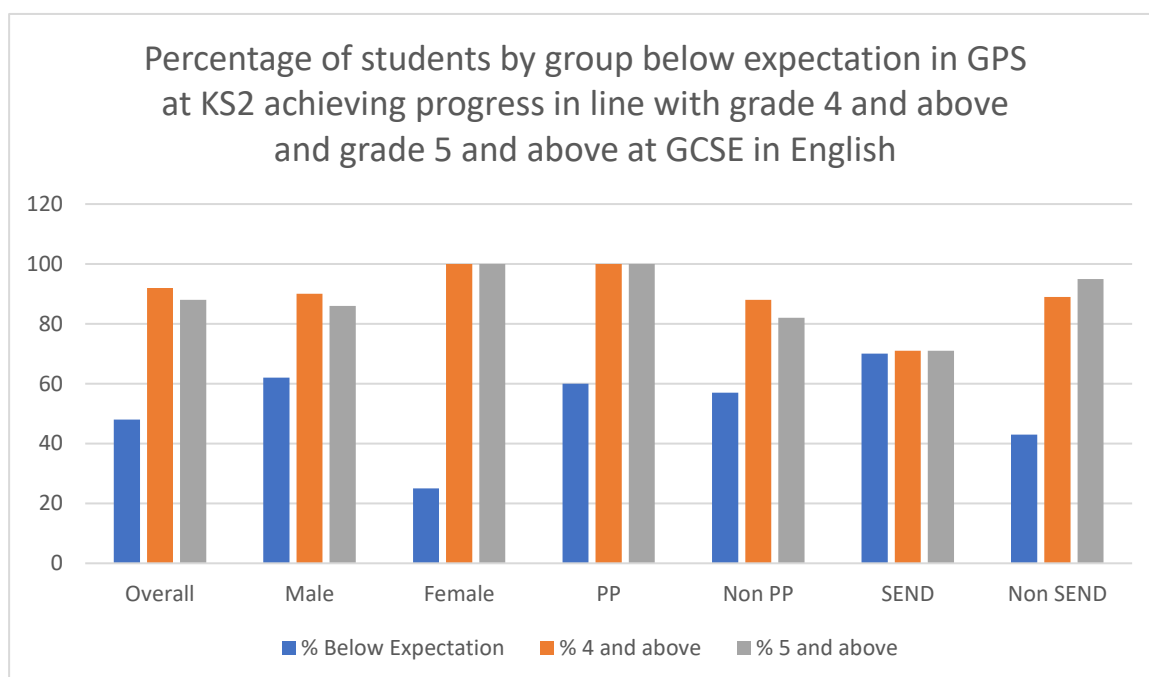
33%, one student of the three SEND students below expectation in English Reading at KS2 made progress in line with achieving a grade 4 and above at GCSE. This was below the percentage of non-SEND students with 100% hitting that mark. In relation to the percentage of students in line



to achieve a grade 5 and above at GCSE, 33% of SEND students achieved this mark compared to 91% of non-SEND.

## Grammar, Punctuation and Spelling

92% of the students below the expectation at KS2 made the necessary progress to be in line to achieve a grade 4 and above at GCSE English. 88% of students made progress in line with achieving grade 5 and above at GCSE English.



	% Below Expectation	% 4 and above	% 5 and above
Overall	48	92	88
Male	62	90	86
Female	25	100	100
PP	60	100	100
Non PP	57	88	82
SEND	70	71	71
Non SEND	43	89	95

## Gender

90% of male students below the GPS expectation at KS2 made progress in line with achieving grade 4 and above at GCSE. This was in line with the 100% of female students making this progress. 86% of male students made progress in line with achieving a grade 5 at GCSE, this was below females at 100%.

## Disadvantaged

100% of those disadvantaged students below the GPS expectation at KS2 made the necessary progress to be in line with achieving a grade 4 and above at GCSE. This was above the percentage of non-disadvantaged students, with 88% hitting that mark. 100% of disadvantaged students



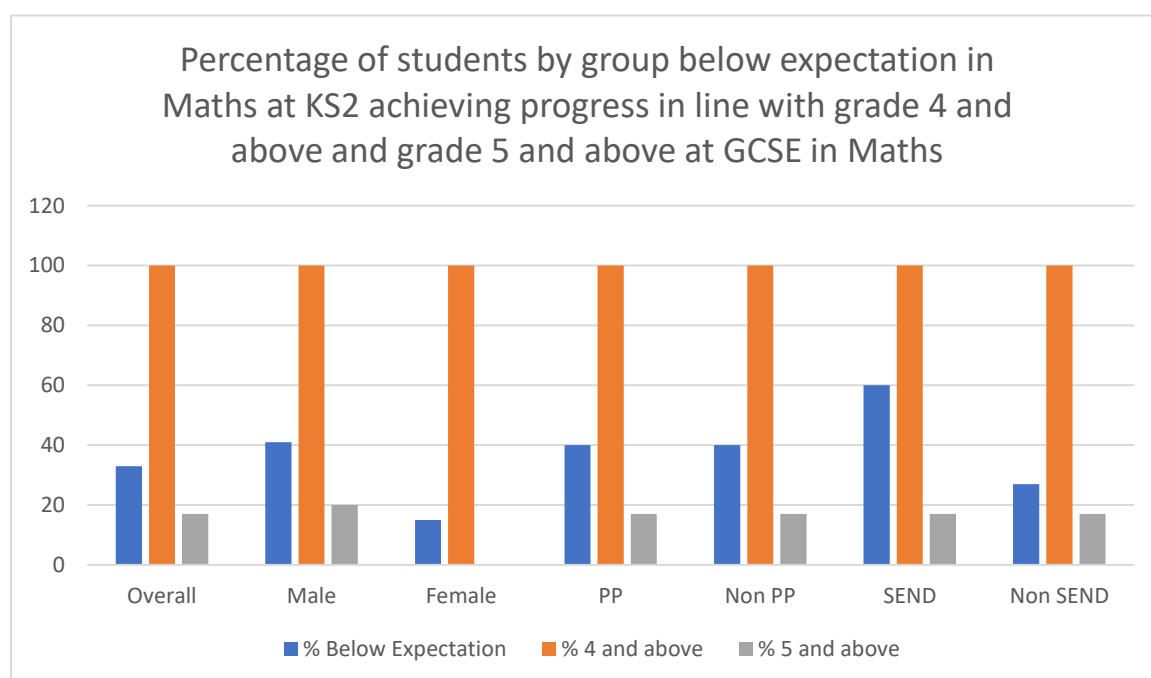
made progress in line with achieving a grade 5 and above at GCSE. This was significantly above the percentage of non-disadvantaged students, 82%, who hit the mark.

## SEND

Of those SEND students below expectation at KS2, 71% made progress in line with achieving Grade 4 and above at GCSE. This was 18% points below non-SEND students, with 89% making the necessary progress. 71% of SEND students made progress in line with achieving Grade 5 and above at GCSE. This was significantly below non-SEND students, with 95% making the progress needed to be in line to achieve a grade 5 or above at GCSE.

## **Maths**

All of the 18 students below the expectation in Maths at KS2 made the necessary progress to be in line to achieve a grade 4 and above at GCSE Maths. 17% of students made progress that put them in line to achieve a grade 5 and above at GCSE Maths.



	% Below Expectation	% 4 and above	% 5 and above
Overall	33	100	17
Male	41	100	20
Female	15	100	0
PP	40	100	17
Non PP	40	100	17
SEND	60	100	17
Non SEND	27	100	17



## Gender

All male and female students below the Maths expectation at KS2 made progress in line with achieving a grade 4 and above at GCSE. However, in relation to students making progress in line with achieving a grade 5 and above at GCSE, 20% of males hit the mark but no females.

## Disadvantaged

All disadvantaged students below the maths expectation at KS2 made progress in line with achieving a grade 4 and above at GCSE. 17% of those disadvantaged students made progress in line with achieving a grade 5 and above at GCSE Maths, this was the same as non-disadvantaged.

## SEND

All SEND students below the maths expectation at KS2 made progress in line with achieving a grade 4 and above at GCSE. 17% of those SEND students made progress in line with achieving a grade 5 and above at GCSE Maths, this was the same as non-SEND.

## **Catch Up Funding for 2020/21**

Funding will be spent on the following:

CATs testing for Year 7 students in September to help identify target students and the needs of students transitioning to Ridgeway from other schools.

Purchase of books for tutor time reading.

Staffing for extra sets in English and Maths, resulting in a higher adult to student ratio, enabling more opportunities for one to one support in lessons.

1-2-1 rapid reading programme.

Tailoring the curriculum for students to enable one to one and small group intervention in English and Maths.

Additional TA support in English.

Renaissance Reading Package

Conversion of Rooms 16 and 17 into a Learning Resource Centre where students in Key Stage 2 will have bespoke library/reading intervention lessons.