

**St Monica's RC High School - Year 7 Catch Up Funding 2019-2020**

**Level of Catch up funding received £11,058**

St Monica's received funding for those students in Year 7 who had not met the expected standard in English / Mathematics at the end of Key Stage 2.

In 2019 /2020 the additional funding provided to St Monica's amounts to £11,058. Details of how we used the funding can be found below.

Our 2019/2020 Year 7 cohort included 16 pupils with a scaled score of 91 and under, in either reading or maths or in both. These pupils were identified for support.

<b>Focus of intervention</b>	<b>Cost</b>	<b>Impact</b>
<b>Reading and Literacy</b> Identified pupils developed their reading and spelling strategies using the Multi-Sensory Learning model during form times. This was led by a Teaching Assistant trained in 'Guided Reading.'	Teacher Assistant salary contribution: £2547	Pupils comprehension skills and their ability to decode words improved.  Evidence of this was seen in end of unit assessments within English lessons as well as performance in GL assessments.
<b>Numeracy</b> Identified pupils developed their Numeracy skills during form time. A software package called Lexia Maths was purchased to support this programme which was overseen by a member of the Mathematics department.	£4630	Pupils numeracy skills and their mathematical reasoning improved.  Evidence of this was seen in end of unit assessments within Maths lessons as well as performance in GL assessments.
<b>Assessment Package</b> CAT4 GL Assessments were purchased for Year 7 pupils. This enabled a regular and moderated assessment system to be used to monitor the identified pupils as well as other potential pupils for the reading, literacy and numeracy programmes outlined above.	£2381	This gave us a moderated set of baseline assessment data to inform our intervention programmes.
<b>Staff Development</b> Training provided to Teaching Assistants to deliver the Numeracy and Literacy catch up programmes.	Training for staff: £1500	Investing in staff to ensure a high quality provision of support for pupils could be maintained.