

Catch Up Funding – 2017 / 18 Review

In the year 2017/18 a total of 48 pupils (including 25 disadvantaged pupils) came to Venerable Bede below national expectations at KS2 in English. The number for mathematics was 30 (including 16 disadvantaged pupils).

'Catch Up' funding was used, once again this year, to strategically deploy HLTAs and LSAs for bespoke, in-class support or, where appropriate, withdrawal as individuals or as small groups. The academy bought in to the Accelerated Reading and Read, Write Inc. Literacy Programmes again. The academy also subscribed to IXL, an immersive learning experience that provides comprehensive curriculum-aligned Maths practice.

The results of their progress are recorded below:

English (Literacy)

48 pupils in total of which 40 (40% disadvantaged and 60% non-disadvantaged) improved to meet age related national expectations by the end of year 7. Of those 40 pupils, 4 made excellent progress and 15 showed a significantly accelerated rate of progress, given their starting points. The remaining pupils (8) made progress of which 7 showed an accelerated rate given their starting points.

Maths (Numeracy)

30 pupils in total of which 3 significantly improved to exceed age related national expectations and a further 15 who met age related national expectations by the end of year 7. Of those 18 pupils, there were 10 (56%) non-disadvantaged pupils and 8 (44%) disadvantaged pupils. The remaining pupils (12) made progress of which 4 showed an accelerated rate of progress given their starting points.

Catch Up Funding – 2018 / 19 Plan

It is anticipated that we will receive £8,750 funding for this academic year. We intend to continue our use of the Accelerated Reader and Read, Write Inc. programmes for the coming year as this has proven to be successful in encouraging participation in reading and also in boosting reading ages. We will also continue to IXL to support the development of numeracy skills as this had a positive impact on both attainment and progress in Maths last year. In addition to the above programme, we will be offering one to one targeted support through the use of both an English HLTA and an HLTA for Mathematics as well as additional learning resource materials.