

Catch-Up Fund Statement 2019 to 2020

Ash Hill Academy works tirelessly to ensure inclusion and equal access for all our students. Despite the Catch-Up fund being withdrawn by the DfE this year, the governors at AHA are determined to continue to pursue this strategy because they believe that all students deserve an equal access to education despite their starting points. Governors are determined to remove this barrier to learning and insist that:

- Literacy and numeracy are at the heart of the curriculum within AHA, these areas are embedded with the Academy's Development Plan
- Alternative funding streams are sought to target this gap, working with the Doncaster OA, we have successfully secured £17.5K as a contribution towards this whole academy initiative.

Ash Hill Academy identifies Year 7 Catch-Up students using KS2 SATS outcomes; any child achieving less than the expected standard of 104 in Literacy and/or 105 numeracy is entitled to catch up support with the aim of rapidly closing learning gaps.

Our intake at KS3 is below national average:

Year 7	National Average	AHA	Difference
2019/ 2020	106	103.4	-2.6

There are a significant number of students that do not meet the expected standard in literacy and/or numeracy at KS2 for the year 2019/2020.

Year 7 2019/2020	National Average	Number of students below national average	Number of students = national average	Number of students above national average
Literacy	104	54%	3%	43%
Numeracy	105	51%	3%	46%

At AHA, we recognise that good or better teaching has a **disproportionately positive** impact on our disadvantaged cohort:

Year 7	Pupil premium	National Average
2019/2020	52%	28%

Our Year 7 Literacy and Numeracy Catch-Up Premium strategy targets these barriers and raises the quality of provision so that all students are able to achieve.

At AHA, we identify/ confirm students' abilities, twice per year using Delta English (GL Testing) and Delta maths testing in October/ November and January/ February, who are not making required progress and require further support.

The strategy gives considerations to those students who:

- Have not made the required progress in reading and/or mathematics at Key Stage 2.
- Internal testing shows that they are currently not making the required progress.
- Psychometric assessments are carried out if further information is needed to identify if a child has SEN. This is part of the new SEND code of practice where early identification is of paramount importance. In these cases the SENDCO will liaise with parents & carers as set out in the SEND Local Offer and SEND Policy.

We have identified a total of 85 Year 7 students who did not achieve the expected scaled score of 100 in maths. We identified a total of 90 Year 7 students who did not achieve the expected scaled score of 100 in English reading and/or writing.

A wide range of provision and intervention strategies are offered to enable all learners to engage in learning and strive to achieve their best.

In 2019/20 this funding is being used towards:

- Accelerated Reader – A global reading Programme.
- Small group Lexia sessions with a specialist teacher for students with dyslexia/ dyslexic traits.
- Dyslexia testing.
- Additional small group English.
- Additional small group Maths.
- Teacher training to ensure every teacher can support the development of literacy and numeracy skills.
- Bridge peer mentoring reading program.
- Form time reading challenges.
- 1:1 tuition.
- A proportion of Learning Support Assistant salaries.
- Behaviour for learning program.
- Numeracy Ninja's.
- Homework support club.
- Lucid testing.

Who can I speak to at the Academy regarding catch up interventions?

- Mr. Steve Carr (SENDCo), if you have any queries regarding catch up support and your child has identified additional needs, or you think your child might have undiagnosed SEND needs. (info@ashhillacademy.org.uk)
- Mrs Shaplin, if you have any queries regarding literacy catch-up. (info@ashhillacademy.org.uk)
- Mr Henry, if you have any queries regarding numeracy catch-up. (info@ashhillacademy.org.uk)
- Mrs Wilkinson, Year 7 learning manager and has an over sight on interventions happening in Year 7. (info@ashhillacademy.org.uk)

Evaluating impact

Impact is measured using outcomes from assessments twice yearly. Interventions are tracked using our KS3 maths and English trackers so we can identify which strategies have had the most impact.