



THE MOUNTBATTEN SCHOOL

The Mountbatten School

Catch-Up Funding Impact Statement

2020-2021

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Patron: The Lord Brabourne

2019-2020

In 2019-20 we received £17,718 to support Year 7 students who arrived at The Mountbatten School having not achieved the expected standard in reading and mathematics at KS2. DFE Guidance on how this money should be allocated states:

“You should identify pupils who need extra support from the Year 7 catch-up premium, so you can decide the best way to use the funding. You should only select programmes and approaches that you know are effective.”

Impact 2019-2020

In the academic year 2019/20 we put a range of interventions in place to support the progress of students in both Mathematics and Literacy. These included individual, small group and bespoke curriculum interventions that differed in delivery and allocation of staff and time.

Literacy Intervention:

The Accelerated Reader programme supports students with low reading ages on entry as well as those that have not met expected levels of progress at KS2. Students have dedicated curriculum time to support this programme that runs termly and is revisited if needed at the end of the year.

During the academic year of 2019/2020 48 year 7 students participated in the Accelerated Reader programme – who successfully trialled the new non-fiction articles. The impact of the programme was positive with the average increase in reading age showing a ratio gain (months progress divided by the months on the intervention) of 4.1 at the end of the intervention. A ratio gain of 2 is considered successful intervention.

In addition, over 900 KS3 students in years 7, 8 and 9 took the online reading test.

AR Group	Ratio gain Sept-Dec 2019 Cohort 1	Ratio Gain January 2020 – March 2020 Cohort 2	Ratio gain April-Jul 2019 Cohort 1 Phase 2
7xAC1	Group Ratio Gain (3.5 months) is 3.5 PP Ratio Gain (3.5 months) is 3.4		NA Not measurable as students not in school
7YAC1	Group Ratio Gain (3.5 months) is 3.5 PP Ratio Gain 5.0		NA Not measurable as students not in school
7XAC2 **			
7YAC2 **			

******Due to lock down cohort 2 did not complete the recommended time on the programme. Therefore, we were unable to test them and calculate their progress. Furthermore, the Year 8 whole school testing (which was scheduled to take place in October) was postponed this academic year due to Covid19 safety restrictions.

Maths intervention:

Students who were below expected progress on entry for Mathematics were supported by having their maths delivered in a small group setting with specialist SEN Maths input This also involved small group teaching as a timetabled slot or as a withdrawal from mainstream curriculum.

The impact of this programme on the students' levels was positive.

The funding primarily provided an additional TA, Teacher and Pastoral support funding as well as the resourcing of the interventions. These interventions continued throughout the year with students moving out of the intervention cohort as the impact of the intervention ensured their progress was comparable with their peers and the expected standard of Year 7 students. The progress of this cohort was regularly monitored and where appropriate, pupils were replaced with others whose progress was causing concern

Funding also helped to ensure that teacher student ratios in key classes in Yr.7 were low. Staff in all faculty areas are aware of students classed as low level on entry and were aware of the requirement to enable students to make ground in meeting expectation. This was reflected in the teaching of key sets and students.