

Year 7 literacy and numeracy catch-up premium 2019-20 – Review September 2020

The literacy and numeracy catch-up premium gives state-funded schools, including special schools and alternative provision settings, additional funding to support Year 7 pupils who did not achieve the expected standard in reading or Mathematics at the end of key stage 2 (KS2). The expected standard is a scale score of 100+.

	National	St Cuthbert's intake Sept 2019
% of pupils meeting the new expected standard in reading	73%	61%
% of pupils who met the new expected standard in grammar, punctuation and spelling	78%	79%
% of pupils who met the new expected standard in Mathematics	79%	70%
% of pupils who met the expected standard in writing (teacher assessed)	78%	70%
% of pupils who met the new expected standard in Reading, Writing and Maths	65%	54%

Literacy catchup:

The following literacy interventions will take place (Additional money has been awarded to this project from the PP budget as listed in the PP statement):

- **Additional literacy lessons through developmental studies** – This will be provided for a small number of learners who will build up proficiency in English instead of studying a foreign language. This course will be coupled with activities to build up emotional resilience. This group of learners will be identified from those who couldn't access the KS2 tests or scored below the standard of the test. For those without KS2 data their reading age will also be used to judge whether they would benefit from this intervention.
- **Registration time reading buddies** – Learners with reading score below 100 from SATS or a reading age below 9 years and 4 months from accelerated reader programme will do accelerated reader programme with a literacy leader (pupil buddy) at registration time. This intervention is to practice more fluency and understanding through reading.
- **Group reading** – When pupils graduate from the AR programme and are making good progress, they will attend group reading sessions with HLTA to embed their fluency and understanding from reading.
- **One to one reading with an adult** - For pupils who do not make good progress on the AR programme,
- **Additional small class – COGS (Challenge, Overcome, Grow, Succeed)** – Year 7 and 8 have been streamed and an additional small class has been created which will follow a curriculum aimed at developing their numeracy and literacy – allowing them to make more rapid progress.

Numeracy catchup:

The following numeracy interventions will be take place:

- **Additional numeracy lessons through developmental studies** – This will be provided for a small number of learners who will build up proficiency in numeracy instead of studying a foreign language. These students will be guided through basic functional and life related Maths.
- **COGS Maths group** – Year 7 and 8 have been streamed and an additional small class has been created which will follow a curriculum aimed at developing their numeracy and literacy – allowing them to make more rapid progress.
- **Registration time peer coaching intervention** – Star Maths will be used to assess pupils baseline attainment and current gaps based upon this analysis. Maths HLTA has prepared packs for each pupils which

relates to their individual needs which they then work through with their buddy from an older year group. Pupils are reassessed 3 times per year using the star Maths programme to assess progress.

Context:

Accelerated reader. This allows staff to identify learners who are struggling to access appropriate reading material and guide them to the right level of text. The introduction of Accelerated Reader into Year 7 has been a great success, imbuing our students with an enthusiasm for reading both inside and outside of the classroom. This scheme has already proven to be an invaluable tool when organising and implementing intervention for learners who may be struggling to access appropriate reading material and for those who need extra support with their reading skills to enable them to access a broad and balanced curriculum. The Star Tests and book quizzes that we carry out with each learner provide us with a wealth of information that enables us to assess their progress accurately and provide support where necessary. Pupil's reading ages have been shared with staff in class charts and SIMS and training provided to allow staff to understand how they can support pupils literacy in lessons.

Developmental Studies Classes. Y7 catch-up and PP money helps to fund a literacy and numeracy teacher. Reading Comprehension and spelling tests are used to identify pupils working below expected levels. These tests are used to identify pupils in the literacy and numeracy booster scheme. This course is for learners who are working below NS. They are withdrawn from Modern Foreign Languages to build up their literacy and numeracy skills. This is aimed at improving both reading and comprehension and basic maths skills. The structure of this scheme particularly helps learners who are either dyslexic or have autism because of the repetitive nature of the work and the comprehension helps those with autism to gain a better understanding of the world around them. There has been a significant improvement in the reading skills which has also reflected in their written work i.e. enhancing vocabulary, structuring sentences. Resources have been created to target specific literacy skills and boost ability to use punctuation, grammar, homophones and other basic writing skills to great effect. This year will see the addition of numeracy lessons into this programme focusing around maths used in pupils' everyday lives.

COGS class – This has been used to support our most vulnerable learners who have started secondary education significantly below the KS2 expectation. These pupils are generally working at the level expected at KS1 or EYFS.

Evaluating the Effectiveness What evaluation measures do we use?

- **Internal progress and attainment data** (with an expectation that students are at least at grade 0 in both English and maths by the end of Y7)
- **Accelerated reader programme** measures a word count for readers and assesses their comprehension skills through online tests. This produces a reading age. This allows us to identify each term whether the intervention is impactful or not and make changes as appropriate.
- **Star Maths test** – This has been implemented this year to allow us to measure independently the progress of the students on a termly basis. It also provides an individual list of the gaps in skills for each pupil to allow these to be addressed.

Costings:

Intervention:	Expected impact:	Cost:	Evaluation from 2018-19 (if appropriate)
Accelerated reading programme: <ul style="list-style-type: none"> • Form time paired reading • One to one reading • Group reading in form time 	To improve pupils reading score/reading age rapidly and in advance of their chronological growth. To be tracked through growth on star reading tests and accelerated reader age.	£2863 per annum (3 year licence cost of £7893) Plus staffing costs 5 x HLTAs + 2 TA's (25 minutes x 4 per week x 39 weeks per year)	All pupils involved in the AR programme last year made progress as below: 116 pupils started the programme in December 2018. 26 were removed at Easter for surpassing the 9 years and 4 months target – these migrated onto group reading

			<p>18 pupils were removed in June 2019 for surpassing the 9 years and 4 months target and continued with group reading</p> <p>Of the remaining 72 pupils over the 6 months from December to June the following progress was achieved:</p> <p>9 made 18 months + progress</p> <p>32 made 6 months + progress</p> <p>15 who had not made progress in line with the amount of time they had been completing the programme were placed on 15 minutes daily reading with an adult to try and accelerate progress.</p>
<p>Numeracy form time:</p> <ul style="list-style-type: none"> Paired numeracy sessions in form time Star Maths programme 	<p>To rapidly improve pupil's numeracy skills and gap fill based upon baseline test in Maths. To be tracked through star Maths tests</p>	<p>£250.00 annual licence for Star Maths</p> <p>Plus staffing costs:</p> <p>Allocation of resources to meet gaps needs</p> <p>1 x HLTA, 1 x TA X 25 mins x 4 times per week x 39 weeks</p>	<p>All pupils on the programme made progress from baseline to January and 25/38 pupils had made 25% increase or more on their score from baseline. This improvement was also evidenced in DD2 which saw pupils in 7S3 & 4 and 7h4 make progress in line with expectation.</p> <p>However, this year we have made a move to Star Maths assessment to try and assess more independently the skills which the pupils are able to use effectively and allow us to match the programme to their individual needs.</p>
<p>Additional staffing to support numeracy and literacy:</p> <ul style="list-style-type: none"> Additional group created for learners with lowest literacy and numeracy scores. 	<p>To increase pupils' literacy and numeracy levels to make them Year 7 ready. On successful graduation from this group, pupils will be reintegrated back into the Year 7 curriculum.</p>	<p>£21,000.00 (0.5 FTE specialist teacher)</p>	<p>A member of staff appointed with specialist SEN background to deliver a KS1/2 English and Maths course. 92% of the learners within this group moved from working below the KS1 standard to working towards the KS2 standard. 25% of pupils were assessed as meeting</p>

			the KS2 standard in one or both subjects in 2018/19.
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Additional school funding and Pupil Premium monies will also be allocated to this group of learners to ensure that they are making rapid progress with their numeracy and literacy including. These projects include:

- HLTA's in English, Mathematics, Science, Humanities and MFL to work with Year 7 PP students who are working below the expected standard
- Attendance officer who works with the pupils below expected standard to ensure that they are present in school and do not increase the gaps they already have.
- DEN provision (Nurture centre) for some of the more vulnerable learners from this group who need additional support to be successful in school. Small group sessions are running during curriculum time and provision is made available at breaktime and lunchtime to enable them to be safe and happy in school and ensure pastoral issues do not interfere with their academic progress.
- Behaviour support team work with these pupils who behaviour for learning may impact upon their progress. A mentoring programme has been set up to work with these pupils to ensure they remain focused and productive in lessons.