

Year 7 Literacy and Numeracy Catch-up Premium 2017-2018

Definition: Catch-Up pupils were identified as those who were NS or 'not achieving the standard' as set by DfE, in 2 of the formally assessed skill sets (GVPS, reading or maths).

Income: £10,538. Spent on additional staffing (£6475) and educational resources (£4064)

Catch-up budget spent 2017-8

Staffing re Literacy support in registration	£6475
Reading resources	£438
Bedrock	£3626

Objectives in spending catch-up premium

Increase the proportion of students achieving the expected standard or above in Reading (English) and/or Maths of those students who came into the Academy with low prior attainment (less than 100 in the Key Stage 2 SATs test) by the end of Year 7

Accelerate rates of progress in Reading (English) and/ or Maths for those students who came into the Academy with low prior attainment (less than 100 in the Key Stage 2 SATs test) by the end of Year 7

Close the gap in reading ages between students who came into the Academy with low reading levels (less than 100 in the Key Stage 2 SATs test) at the end of Key Stage 2 and the rest of the cohort in the Academy and nationally

Actions

1. Students were monitored through school intervention tracker with all relevant re-test data and intervention logged at each AP
2. Literacy catch-up was delivered through an adult paired reading scheme. This was established using ETA's and staff without form responsibilities. Students received a 15 minute one to one session at least twice per week during form time. Reading materials were co-ordinated with the Literacy co-ordinator and were carefully chosen to ensure progression. Comprehension questions and discussion around the reading content was conducted each week and a log maintained for each student.
3. Chronological reading scores were baselined in September and re-testing was done in February and June
4. Bedrock online reading scheme was introduced in December and this was used successfully by all students in Y7 and 8 during one session per week and two 15m prescribed homework sessions
5. Numeracy catch-up was delivered through a paired peer scheme using high achieving Y10 students. Two maths teachers delivered Numeracy Ninja materials with one to one support from Y10 students. Catch-up students attended these sessions during form time once per week. Question sets were used after each session to test understanding and to focus input at the next session. This enabled a bespoke session to be delivered for each student. This was only a 7 week trial repeated over two terms and therefore has much more potential.

Outcomes

Cohort 49/271	Student number English/Maths	% on track English 50	% on track Maths 32
Co2022 Catch-up	50/32	72%	19%
Pupil Premium	15/12	53%	9%
Boys	27/17	63%	24%
Girls	23/15	82%	15%
WBR	21/17	67%	19%
APKN	18/5	83%	40%
AIND	1/0	100%	n/a
MWAS	1/4	100%	25%

Notes: Based on AP4 Maths and AP4 English (combined with Reading and Spelling re-testing in June).

English successfully exceeded target when looking at best of AP3 or chronological age advance in reading and or spelling. Demonstrating catch-up for large proportion of cohort. The Paired Reading scheme has proven to be effective in advancing both reading and spelling ages. PP students have demonstrated the same improvement with 72% reaching target. Girls are slightly below boys and WBR students are still not catching up quickly enough compared to other groups in English

Maths shows that only 19% have caught up completely (including sub levels) and only 9% of the PP students, this compares to 53% in English Boys have out-performed girls with 24% having caught up compared to 15% for girls.

WBR are also underperforming compared to other groups, APKN showing the greatest catch-up at 40%

We clearly need a development of the strategy to enable more rapid rate of catch-up for numeracy.