

The impact of 2014-2015

Year 7 literacy and Numeracy- Catch up Premium strategy

The literacy and numeracy catch-up premium provides schools with an additional £500 for each year 7 pupil who did not achieve at least level 4 in reading and/or maths at the end of Key Stage 2.

The catch-up premium of £19,000 which we received for the academic year 2014 – 15 was allocated in the following ways:

- The employment of **catch-up literacy teacher** to work with students on an intensive catch-up literacy programme. This programme provided small group intervention of 2 hours per week over the academic year. This enabled all 11 students who arrived in Year 7 with a literacy Key Stage 2 level of below 4 to benefit from this intensive support. The intervention focused primarily on reading and comprehension but was targeted at each student's individual needs with careful monitoring and liaison with the student's English teacher.
- The assignment of **additional adults** (Learning support assistants and HLTA provision) to classes with students benefiting from the catch-up premium in both English and maths.
- **Reduced class sizes** in those sets that contain the students with catch-up literacy and numeracy premium.
- The use of **Lexia and Symphony ICT packages**

Year 7 Literacy and Numeracy Catch-Up Premium– Measuring Impact

Measures used to show the impact of the catch-up premium included:

- Assessing the reading age of the students at the start and finish of the academic year
- Assessing the number of students who moved from below level 4 at the beginning of Year 7 to level 4 and above at the end of the year in Maths.
- Assessing the number of students who moved from below level 4 at the beginning of Year 7 to level 4 and above at the end of the year in English.

Reading Ages:

45% of the students who worked with the catch- up literacy teacher in the bespoke literacy group exceeded the expected progress in reading over the year with 36% making at least 2 years improvement in their reading age. The progress in reading age ranged from 6 months progress to as much as 3 years 5 months progress. Where no progress was evident additional and different ongoing strategies have been adopted for the student in the present academic year at the cost to the school due to underlying SEND needs being identified.

Name of pupil	Reading age at start of intervention	Reading age at end of intervention	Progress made
Student 1	6.10	10.3	41 months
Student 2	7.1	9.7	30 months
Student 3	6.11	9.3	28 months
Student 4	7.4	9.5	25 months
Student 5	6.7	7.2	7moths
Student 6	8.3	8.3	No progress
Student 7	7.7	7.4	No Progress
Student 8	6.5	6.0	No Progress
Student 9	6	5	Additional SEND strategies put in place
Student 10	8.6	7.1	Additional SEND strategies put in place
Student 11	9.3	5.6	Additional and different SEND strategies put in place

Move to Level 4 or above in English:

The school data shows that 14 students started Year 7 in September 2014 with their fine line key stage 2 English levels below 4 (5 of these were level 2b). At the end of Year 7, 5 of these students had reached Level 4c or above.

Move to level 4 or above in Mathematics:

The school data shows that 27 students started Year 7 in September 2014 with their fine line key stage 2 Maths levels below 4 (7 of these were level 2c – 2b). At the end of Year 7, 4 of these students had reached Level 4c or above. A significant proportion of students in this cohort do have special educational needs and 23 students are still working below level 4 having not yet made the required progress - work is continuing to meet their needs.