

The impact of 2015-16 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 Foundation Threshold in reading and/or mathematics at the end of Key Stage 2.

The catch-up premium for Hope Academy of £17,000 received for the academic year 2015-16 was allocated in the following ways:

- The employment of a **Specialist Literacy and English Intervention Support Teacher** to work with the catch-up students in small groups, identifying the areas of difficulty and working to develop the skills required to make progress in the new English curriculum, raising standards to at least national expectations. Year 7 students received intervention of over 3 hours per week throughout the academic year. The intervention was broken down in the following way:

2 X 60 min sessions with the Specialist English Intervention Support Teacher focused on English curriculum skills including word meaning in context, literal word meaning and inferences in reading; creative writing, extended writing and writing to persuade.

3 x 20 min sessions of Lexia (phonics programme recommended by the British Dyslexia Association)

2 x 20 min sessions of 'Drop Everything and Read'.

This enabled all 13 students who arrived in year 7 with a literacy Key Stage 2 level of below Foundation Threshold to benefit from the above intensive support. Although the intervention focused primarily on reading and comprehension it was also targeted at each student's individual needs with careful monitoring and liaison with the student's English teacher.

Allocation of £4,500 towards the full cost

- The creation of two nurture group to accommodate the students who required either literacy, numeracy or catch-up intervention in both and help to accelerate their learning. Teaching Assistant employed to support teaching and learning.

Allocation of £5600 towards the full cost

- **Reduced class sizes** in those sets containing the students with catch-up literacy and numeracy premium and creating a literacy teaching group.
Allocation of £6000 towards the full cost
- The use of **the LEXIA ILS programme, NASEN Reading programme and Symphony Maths programme**
Allocation of £2,450 towards the full cost

Year 7 Literacy and Numeracy Catch-Up Premium Measuring Impact

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

- Rigorous assessment of the reading age and spelling ages of the students at the start and finish of each term.
- Assessing the number of students who moved from below national expectations at the beginning of year 7 to at least national expectations at the end of the year in mathematics.
- Assessing the number of students who moved from below national expectations at the beginning of year 7 to at least national expectations at the end of the year in English.

Reading Ages:

90% of the students who worked with the Specialist English Intervention Support Teacher in the bespoke literacy group exceeded the expected progress in reading over the year, 90% making at least a full year's improvement in their reading age.

The progress made in reading age ranged from 12 months progress to as much as 50 months progress. Student 6 made accelerated progress partially due to intense specialist EAL support in addition to Catch-up intervention. 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 as underlying SEND needs were identified.

See Figure 1.

Fig.1

Name of Student	Reading Age at start of Intervention (YY/MM)	Reading Age at end of Intervention (YY/MM)	Progress Made Throughout the Year (Months)
Student 1	06:01	08:06	29
Student 2	07:04	08:04	12
Student 3	09:07	11:00	17
Student 5	07:04	10:08	40
Student 6	07:04	11:06	50
Student 6	06:06	08:00	18
Student 7	08:04	08:00	-4
Student 8	05:03	07:03	24
Student 9	07:02	08:09	19
Student 10	07:01	09:00	23
Student 11	05:03	08:02	29
Student 12	06:04	07:05	13
Student 13	05:10	09:05	43

Move to Foundation+ or above in English:

In line with the new curriculum, Hope Academy has developed a new data system which incorporates the tracking of progress throughout each skill mastered to access the new GCSE exams. The example below shows the way in which the school assesses progress in comparison to the previous grading system:

Student Flight Path KS3 to GCSE

KS3 Threshold	Old style GCSE Grade A*-G	New GCSE Grade 9-1
Excellence +	A*	9/8
Excellence	A*	8
Excellence -	A*	7
Secure +	A	7
Secure	A	7
Secure -	B	6
Developing +	B	6/5
Developing	B/C	5
Developing -	C	5/4
Foundation +	C	4
Foundation	C/D	4/3
Foundation -	D	3
Pre Foundation +/-	Bespoke Target	Bespoke Target

Fig.2

Students are tracked using this system from year 7 upwards and a KS3 Threshold is matched to the student achievement at the end of KS2. Students who are entitled to Catch-up Funding enter the school at KS3 Threshold Foundation or Foundation-. This is a 'flight path' that enables the students to achieve a grade 4 or higher at the end of Year 11, with mastery of skills throughout their GCSE course in line with national expectations. The 'flight path' takes into account challenge incorporating what has previously been measured as 4 levels of progress from Year 7 to Year 11.

The school data shows that 13 students started Year 7 in September 2015 with their fine line Key Stage 2 levels below Foundation or Pre-Foundation. At the end of Year 7, 10 of these students had reached Foundation+ and 3 students achieved Developing- or higher. Current progress demonstrates that all students are on track to achieve at least national expectations with the minimum GCSE Grade of a C.

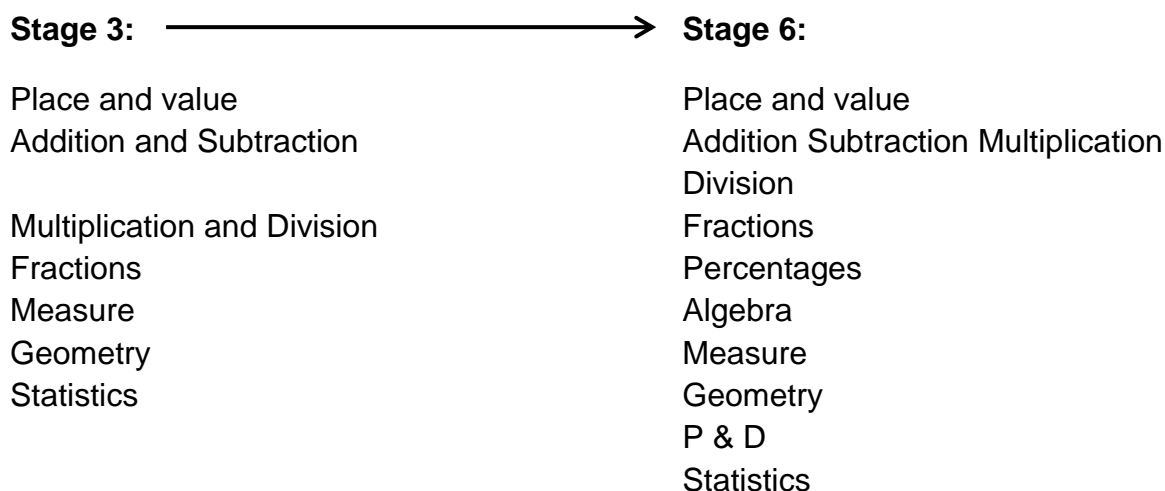
It is also important to note that all of the students in this cohort have a diagnosis of a syndrome or a condition, impairing their ability to learn. Therefore the 7 students who have achieved 0.5 grade in progress will continue throughout Year 8 with intervention to continue to raise standards.

Fig.3

Name of Student	Threshold on Entry	Threshold at the end of the Year	Progress Made Throughout the Year
Student 1	Foundation-	Foundation+	1 Grade
Student 2	Foundation	Foundation+	0.5 Grade
Student 3	Foundation	Developing-	1+ Grades
Student 5	Foundation	Developing	1+ Grades
Student 6	Foundation	Foundation+	0.5 Grade
Student 6	Foundation	Foundation+	0.5 Grade
Student 7	Foundation-	Foundation+	1 Grade
Student 8	Foundation-	Foundation+	1 Grade
Student 9	Foundation	Foundation+	0.5 Grade
Student 10	Foundation	Foundation+	0.5 Grade
Student 11	Foundation	Foundation+	0.5 Grade
Student 12	Foundation	Foundation+	0.5 Grade
Student 13	Foundation	Developing-	1+ Grades

Move to National Expectations or above in Mathematics:

The maths department have developed a highly structured and rigorous assessment system which allows the teachers to monitor the progress of individual skills and concepts required to meet the standard of the new GCSE curriculum and achieve at least a grade 5 or above. In each stage of the assessment process, there are at least twenty individual skills. These skills fall within a range of mathematical concepts which include the following:



The students must master the skills and concepts in each stage in order to move up to the next stage. Using the maths staged tests allows the teachers to identify specific areas of strength and weakness, and use fine data to provide intervention for the weaknesses. The results of the stage assessments allow the teachers to match skills knowledge and mastery to an outcome at GCSE level.

The school data shows that 21 students started Year 7 in September 2015 with their Key Stage 2 achievement in mathematics below Stage 5, which is national expectations. At the end of Year 7, twelve students had reached Stage 5 and nine students had reached Stage 6. It is important to note that all of the students in this cohort do have special educational needs. See figure 4.

Maths Stage:

Fig. 4

Student	Initial Assnt.	LWL MAT Actual TS	Year 8 Teaching Stage
Student 1	3	4	5 Foundation
Student 2	3	4	5 Foundation
Student 3	3	4	5 Foundation
Student 5	3	4	5 Foundation
Student 6	3	4	5 Foundation

Student 6	4	5	6 Developing
Student	Initial Assessment	LWL Actual MAT TS	End of Year Stage
Student 7	3	4	5 Foundation
Student 8	3	4	5 Foundation
Student 9	3	4	5 Foundation
Student 10	3	4	5 Foundation
Student 11	3	4	5 Foundation
Student 12	4	5	6 Developing
Student 13	3	4	5 Foundation
Student 14	4	5	6 Developing
Student 15	4	5	6 Developing
Student 16	4	5	6 Developing
Student 17	3	4	5 Foundation
Student 18	4	5	6 Developing
Student 19	3	4	6 Developing
Student 20	4	5	6 Developing
Student 21	3	4	6 Developing

Case Study: Literacy Student 6/ Numeracy Student 8

Student 6 at the start of the literacy programme had transferred from junior school as an EAL student who also had difficulty retaining information. She had only been in the UK for two and a half years at this point. She had the potential to fall significantly further behind minimum national expectations, without the support of an EAL specialist teacher 1 hour per week in addition to an intensive literacy and phonics programme delivered as part of the Literacy Catch-up programme.

Student 6 received support from a specialist EAL teacher for 1 hour per week as part of a personalised programme of Catch-up literacy support. As a direct result of this package of support, student 6 made an outstanding 50 months of progress in Reading and Comprehension.

At the end of the catch-up programme Student 6, who is also Student 8 on the numeracy catch-up programme, made two full stages of progress in maths bringing her up to National expectations. The high level of intervention will continue for this student in year 8 at the cost to the school to continue to build upon the success of the government-funded catch-up programme.

Report Completed by P. Hible

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