

The impact of 2016-17 Year 7 Literacy and Numeracy – Catch up Premium Strategy

The literacy and numeracy catch – up premium provides schools with an additional allowance 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 £17,500 received for the academic year 2016-17 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 focussed 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)

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

This enabled all 23 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:

- Continued investment in **GL Assessment** for Cognitive Ability Tests (CATS) and English Progress Tests , reading and spelling tests. Allocation £410.00 for students in the 'Catch-Up' cohort.
- 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.

Up to 43 months progress was made in reading age. Student 9 and Student 13 made exceptional progress. Where no progress was evident, additional and different ongoing strategies have been adopted for the students 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 mm/yy	Reading Age at end of Intervention mm/yy	Progress made throughout the year mm/yy
Student 1	07:06	08:03	00:09
Student 2	10:00	10:00	00:00
Student 3	05:00	06:02	01:02
Student 4	08:06	08:09	00:03
Student 5	08:06	08:09	00:03
Student 6	06:00	07:01	01:01
Student 7	08:01	08:06	00:05
Student 8	07:06	09:03	01:09
Student 9	07:01	10:08	03:07
Student 10	08:06	10:05	01:11
Student 11	09:00	11:07	02:07
Student 12	07:06	09:05	01:11
Student 13	07:00	10:05	03:05
Student 14	10:05	13:05	02:00
Student 15	07:03	08:10	01:07
Student 16	08:06	09:06	01:00
Student 17	09:04	10:04	01:00
Student 18	07:09	09:00	01:03
Student 19	07:06	09:03	01:09
Student 20	09:10	10:03	00:05
Student 21	11:06	11:06	00:00
Student 22	10:04	10:04	00:00
Student 23	09:07	09:07	00:00

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

Fig.2

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

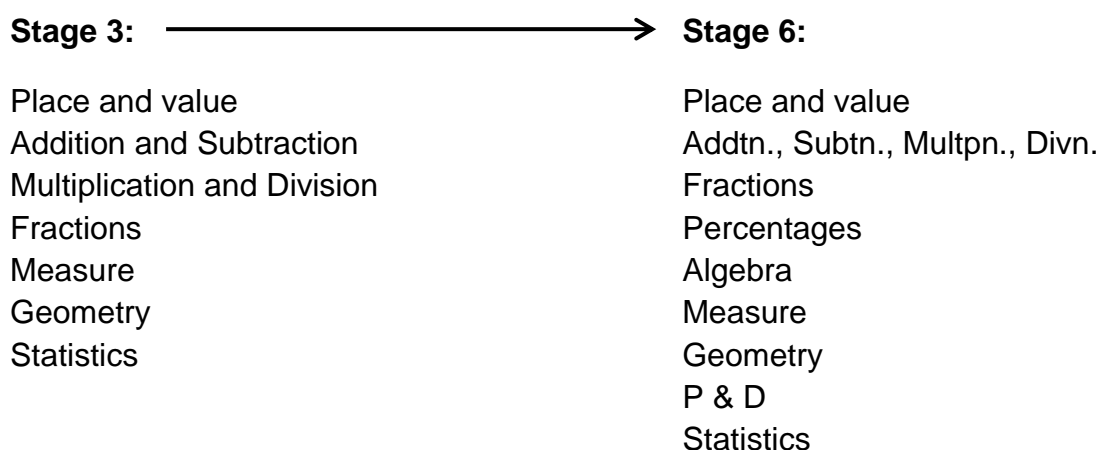
Students are tracked using this system from year 7 upwards and a KS3 Threshold is matched to the student achievement at the end of KS2. Students who are entitled to Catch-up Funding enter the school at KS3 Threshold Foundation or Foundation-. This is a 'flight path' that enables the students to achieve 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 60 students started Year 7 in September 2016 with their fine line Key stage 2 levels below at Foundation or Pre Foundation. At the end of Year 7, 57% of these students had reached Foundation+ and 15% students achieved Developing- or higher. Current progress demonstrates that 78% students are on track to achieve at least national expectations minimum GCSE Grade of a C. The remaining 22% of students who are currently working below national expectations entered the school at Pre Foundation. These students all have a diagnosis of moderate learning difficulties and 5 of them have an EHCP or similar enhanced funding.

It is also important to note that 75% of the students in this 'Catch-up' cohort have a diagnosis of a syndrome or a condition, impairing their ability to learn. Therefore the 22% students who have achieved less than 0.5 grade in progress will continue throughout Year 8 with intervention to continue to raise standards.

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. See figure 3

Autumn 2016 Maths Stage	Percentage of cohort	Threshold	Autumn 2016 Maths Stage	Percentage of cohort	Threshold
Below Stage 5	57%	Pre Foundation	Below Stage 5	0%	
S5D	40%	Foundation	S5E	22%	Pre Foundation
S5S	3%	Foundation +	S5D	48%	Foundation (+0.5 Grade)
		Developing	S5S	15%	Foundation + (+0.75 Grade)
		Secure	S6D	13%	Developing (+1.5 Grades)
			S7R	2%	Secure (+2 Grades)

Fig. 3

The school data shows that 60 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, 85% of students had reached Stage 5 and 15% of students had reached Stage 6. It is important to note that two of the students in this cohort are EAL

Case Study: Literacy Student 9 & 13/ EAL Numeracy Students

Students' 9 and 13 at the start of the literacy programme had transferred from junior school with a diagnosis of social and communication and cognitive processing difficulties. As a result of a carefully planned personalised package of intensive Catch up literacy support, these students managed to improve their reading and comprehension ages by over 36 months each

At the end of the Catch up Numeracy programme two students who are EAL twins made two full stages of progress in Maths bringing them up to National expectations and beyond. Both students are also Literacy Catch up students, but their support included 1 hour per week throughout Year 7 supported by an EAL specialist teacher at an extra cost to the school. The high level of intervention will continue for these students in year 8 to continue to build upon the success of the government funded catch up programme.