

Year 7 Catch-Up Funding 2018/2019

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 students who did not achieve at least the average in reading and/or mathematics at the end of key stage 2 (KS2).

The schools' catch-up premium allocation for the academic year is £13,557

We have 32 students in total that qualify for Catch-up premium this academic year.

Subject	Number of students entitled to the catch up premium
Reading	26 (18% of cohort)
Mathematics	23 (16% of cohort)

Out of these 32 students, 5 students are EAL and 18 students have identified SEND.

Overview of catch-up premium spending 2018/2019

Rationale:

To accelerate the progress of students who started secondary school with lower literacy and numeracy skills; to reduce the gap in achievement of students in year 7; and to narrow the in-school variation of students' achievement.

We have two different pathways of students who fall under the Catch Up umbrella. The first pathway is via our Progress Group (see Appendix for further information) that provides a more nurture type environment that has a ratio of 2-15 students for our year 7 students which provides a learning environment based more on a primary style method of delivery. Students that are part of this group are identified through KS2 data as having below average ability in literacy which means that they cannot access the year 7 curriculum at point of entry to the school.

The second pathway of support is delivered through High Quality Teaching through the Maths and English Faculty supported by Accelerated Reading which is delivered through a weekly lesson in the library along with the newly introduced Maths Mastery teaching curriculum. Also we are going to be up skilling staff and commence training to introduce Sound Training for those students who are not on the Progress Group pathway who have a below average reading age.

Summary of spending and actions taken:

Action	Spending
Literacy and numeracy initiatives	Years 7 and Year 8 Progress Groups (see below) 1-1 Literacy and numeracy support for targeted students Literacy / Reading Promotion Strategies: <ul style="list-style-type: none"> Accelerated Reader Programme

	<ul style="list-style-type: none"> • Book Buzz (all students received a free book) • Library lesson for every student once a week • Library activities: Fresh Start literacy programme. Numicon numeracy programme. Quality assurance of in-class provision. Staff training for Lexicon Sound Training – 2 Colleagues 	<p>£4820</p> <p>£5250</p>
Wellbeing	<ul style="list-style-type: none"> TA support Parents support meetings/communication Pastoral Meetings and intervention plans Workshops and 1-1 support via DSL team Girls Nurture Group (2 Students) EP Hours for assessment of need (1 Student) 	<p>£3112</p> <p>£375</p>

For students in Year 7:

- Introduce a program to support students with a below average reading score – Lexia Sound Training
- Continue with the Maths and English progress group
- SENCO/HLTA to continue to supplement literacy support for targeted individuals
- Continue to use the Fresh Start and Accelerated Reader programmes and tracking of student achievement
- Use the Maths Mastery Curriculum method of delivery for maths
- SENCO to complete Data Analysis to measure impact of interventions

For students in Year 8:

- Continue with the Maths and English progress group
- SENCO/HLTA to continue to supplement literacy support for targeted individuals
- Continue to use the Fresh Start and Accelerated Reader programmes and tracking of student achievement
- SENCO to complete Data Analysis to measure impact of interventions
- Revisit the basic four operations in maths and support the diverse complex needs of the group.

Year 7 Data 2018-2019

Reading data upon Entry - GL assessment data Sept 2018

Number of students entitled to the catch-up premium	Pupils working at average ability (Standardised score of 90 -115)	Pupils working at low average ability (Standardised score of 85-89)	Pupils working at below average ability (Standardised score of < 84)
26	38%	35%	30%

Maths Data upon Entry - GL assessment data Sept 2018

Number of students entitled to the catch-up premium	Pupils working at average ability (Standardised score of 90 -115)	Pupils working at low average ability (Standardised score of 85-90)	Pupils working at below average ability (Standardised score of < 84)
23	56%	13%	30%

Previous Catch-Up Premium Data

Reading Data

Year	Number of students entitled to the catch-up premium	% of students working at expected age related expectations in reading	% of eligible students working towards age related expectations in reading
2017-18	37	16%	81%
2016-17	23	9%	87%

Maths Data

Year	Number of students entitled to the catch-up premium	% of students working at expected age related expectations by the end of year 7 in mathematics	% of eligible students working towards age related expectations by end of year 7 in mathematics
2017-18	38	32%	63%
2016-17	16	13%	38%

Appendix

Further Information on Progress Group:

- Fresh-start programme: Prior knowledge of phonics is assessed and then phonics are taught following the Fresh Start programme, that staff have received training in. Phonic knowledge is assessed again at the end of each term in order to measure.
- The impact of Fresh Start is improved phonics knowledge which in turn enables students to read better, improves comprehension and also impacts on their confidence as developing readers. As well as qualitative data, Miss MacLean reports improved learning behaviours e.g. students become less wary of making mistakes, more willing to read aloud and more likely to attempt unfamiliar words. Fresh Start also impacts on spelling as improved phonic knowledge gives them more spelling choices – and again improves confidence in their ability to spell or attempt unfamiliar words.
- Accelerated Reader programme: Data is gathered by initial online tests and students read regularly, taking quizzes and termly assessments to assess progress. Students in the Progress Group do not have MFL lessons and receive additional literacy lessons including reading aloud to staff, who keep a reading record to enable them to spot common errors or difficulties with comprehension. The additional lessons also allow staff to read a novel aloud which supports speaking and listening tasks, comprehension, inference etc.
- The progress group staff also use a number of short term interventions such as *toe by toe*, *alpha to omega* and *word shark*.
- Students follow the normal English curriculum, but this is differentiated to allow for extra time to embed key skills. For example students may work on one milestone per half term instead of two to allow for Fresh Start to run alongside English core curriculum.
- For Maths, again students follow the Year 7 curriculum but spend extra time embedding the key skills and return to them routinely throughout the year. The additional needs of students mean topics often have to be revisited, using the extra lessons available.
- For numeracy improvement we use the Numicon scheme which is designed to tackle fundamental gaps in mathematical knowledge. We have schemes at Year 3, 4, 5 and 6 levels, and use Numicon lessons alongside core lessons which provides a variety of strategies including practical experiments and equipment to aid the visualisation of mathematical problems.
- Staff also use My Maths and Sam Learning to enable students to access learning in additional ways during lessons. The impact of these lessons has improved number knowledge and confidence in using the four operations as well as literacy based questions being more accessible due to improved reading ability.

Further Information on Sound Training:

Lexonik is a fast, focused and fun teaching programme that dramatically and rapidly improves literacy, vocabulary, and comprehension. Enjoyable for all ages and all students, it stretches everyone, allowing them to succeed at a higher level than they are currently achieving. The face to face sessions are prescriptive, intensive and highly effective and for this reason are delivered by experienced, trained teachers to groups of four students.

It is a 6 week program that is best with 4 students over 6 hours.

Lexonik incorporates:

- small intensive, targeted group work
- repetition and reinforcement
- encouragement of active recall
- speaking and listening activities
- lively energetic teaching at a rapid pace
- Multi-sensory activities so that students experience hearing, saying and doing within the same activity.

Lexonik is based around the following five key areas:

- Setting high expectations
Building self-belief and aiming high.
- Vocabulary
Developing root-word knowledge and an understanding of how prefixes and suffixes alter meaning.
- Metacognition
The awareness and understanding of how you think.
- Automaticity
Direct teaching, repetition and speed is key if students are to master their own learning.
- Phonological awareness
Awareness and manipulation of the sound structure held within speech.

27 months reading gain in students after 6 hours of intervention.