

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 level 4 in reading and/or mathematics at the end of Key Stage 2.

The catch up premium of £8,000 which we received for the academic year 2015-16 was allocated in the following ways:

- The employment of a better reading teacher to work with students on an intensive catch-up literacy programme. This intervention provided small group intervention of 2 hours per week over the academic year. This enabled all 16 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 a specialist mathematics tutor to support students benefiting from the catch-up premium in Mathematics.
- Reduced class sizes in those sets containing the students with catch-up literacy and numeracy premium and creating a literacy teaching group.
- The use of Lexia, Wordshark, Mangahigh, and AlfieSoft ICT Packages.

Year 7 Literacy and Numeracy Catch-Up Premium Measuring Impact

The 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 Mathematics
- 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:

75% of the students who worked with the better reading teacher in the bespoke literacy group exceeded the expected progress, this ranged from 4 months progress to as much as 36 months on the 6 week reading programme. Where no progress was evident additional and different ongoing strategies have been adopted for the students in the present academic year.

Name of Student	Reading age at start of intervention (years: months)	Reading age at end of intervention (years: months)	Progress made
Student 1	9:07	10:03	8 months
Student 2	9:03	9:11	8 months
Student 3	9:07	10:05	10 months
Student 4	6:01	9:01	36 months
Student 5	5:09	6:10	13 months
Student 6	10:03	11:04	13 months
Student 7	8:02	10:11	33 months
Student 8	7:11	10:03	28 months
Student 9	7:02	10:03	33 months
Student 10	8:11	10:11	24 months
Student 11	9:07	11:00	17 Months
Student 12	8.01	8:02	No additional progress
Student 13	11.11	11.13	No additional progress
Student 14	9:03	9:05	No additional progress
Student 15	9.03	9.04	No additional progress
Student 16	5.10	6:10	12 months

Move to level 4 or above in English:

The school data shows that 16 students started Year 7 in September 2015 with their fine line Key stage 2 levels below 4. At the end of Year 7, 13 of these students had reached level 4c or above. Of the 3 students still working below level 4, 2 had made significant progress. It is important to note that 11 of students in this cohort do have significant special educational needs and will continue to work with the learning support unit in school.

Name	Base Fine	Outcome Fine	Sub Levels
Pupil 1	3C	4B	4
Pupil 2	3B	4B	3
Pupil 3	3A	4B	2
Pupil 4	3C	4C	3
Pupil 5	3B	4B	3
Pupil 6	3B	4B	3
Pupil 7	3C	4C	3
Pupil 8	3B	4C	2
Pupil 9	3B	4B	3
Pupil 10	3A	4B	2

Pupil 11	3C	4C	3
Pupil 12	3C	3B	1
Pupil 13	3B	4C	2
Pupil 14	3A	4A	3
Pupil 15	2B	3A	4
Pupil 16	2B	3A	4

Move to level 4 or above in Mathematics:

The school data shows that 11 students started Year 7 in September 2015 with their fine Key stage 2 levels in Mathematics below level 4 (2 of these were level 2b). These pupils attended a 1 hour tutorial session on a once-weekly basis during the year with a specialist maths tutor, missing a non-Maths timetabled lesson each week. The lesson missed was rotated, to minimise disruption in other subjects.

As well as the printed exercises, extensive use was made of two websites : Mangahigh and Khan Academy. Annual licences were bought for Mangahigh, at a cost of £7.50 per pupil. This is a highly-popular resource in both primary and secondary schools. Khan Academy is a free resource. Topics were chosen to run alongside their timetabled lessons' topics, as well as to target areas of weakness identified from earlier tests.

Pupils were tested again at the end of the academic year and the Intervention students' progress was as follows :

Name	Base Fine	Outcome Fine	Sub Levels
Pupil 1	2B	4C	5
Pupil 2	2B	3B	3
Pupil 3	3A	4C	1
Pupil 4	3C	4C	3
Pupil 5	3A	4B	2
Pupil 6	3B	3A	1
Pupil 7	3C	4C	3
Pupil 8	3A	4B	2
Pupil 9	3C	4C	3
Pupil 10	3A	4B	2
Pupil 11	3A	4B	2

81% of pupils on this programme made more than the expected 1.8 sub-levels of progress expected with 45% making 3 or more sub-levels of progress.