

Year 7 Literacy and Numeracy Catch-Up Premium Report 2019-20

In 2019-20, the Academy received **£25,970** in Literacy and Numeracy Catch-Up Premium. This premium was originally worth £500 for every student who arrives in our school in year 7 having not achieved the expected standard for reading and/or Maths. However, since academic year 2016-17 the government has announced that rather than paying for every student according to the terms upon which the premium was established, they would simply pay the same amount as was paid the previous year, adjusted to account for the percentage change in the incoming year 7 cohort size, compared with the previous year.

In 2019-20, we used the Literacy and Numeracy Catch-Up Premium to help fund the following provision:

Provision	Cost	Details	How impact measured
Catch-Up Literacy Intervention Teaching Assistant	c. £9800 inc. on costs	<p>In-class dedicated support in English lessons for identified students whose KS2 reading standardised score is 90 or below.</p> <p>In-class dedicated support in a range of other lessons across the curriculum for these students</p> <p>Small-group and 1-to-1 intervention for students within the above cohort who need extra support</p>	Access Reading Test conducted on entrance to Y7 will be repeated at the end of Term 1 (Christmas), end of Term 2 (Easter) and end of Term 3 (July) to assess progress and identify gaps in skills, knowledge and understanding.
Additional Literacy and Numeracy lessons	c. £2,800 inc on costs	Students with lower prior attainment have an additional 2hrs 30 minutes of English and/or mathematics per fortnight for the full year	Data collection forecast grade data, including analysis of how gap narrows by the end of the year.
6th Form Tutoring Programme	c. £4500	Money used to train and employ a group of 6th form students to act as reading and maths mentors for students whose reading and/or maths standardised scores at KS2 were 90 or lower.	<p>Reading: to offer support with Accelerated Reader programme, including supporting students in selecting appropriate books to read, reading to and reading with the students to aid their developing ability to decode texts and read with understanding</p> <p>Maths: support with completing Maths Watch activities linked to classroom learning in Maths lessons.</p>
Accelerated Reader Programme	c.£5400	Money used to register all students in Y7 in the Accelerated Reader Programme with a three-year subscription	Impact measured via end of year ART reading test

TOTAL	c. £22,500 inc on costs	
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Literacy

Students who have been identified as requiring additional support for literacy are first tested using a standardised reading test, Access Reading Test (ART). This test provides us with a standardised score with a reading age.

Impact

The literacy intervention programme began at week 4 in 2019-20 and ended upon lockdown in March 2020. A re-test was conducted of all students being supported by our literacy intervention TA, Linda Taylor (0.6) in December 2019/January 2020. Due to lockdown, no further re-test was possible.

	START	END*	GROWTH
ALL STUDENTS	7y7m	8y3m	8m
PP	7y6m	8y3m	9m
NON-PP	7y7m	8y2m	7m
MALE	7y3m	8y4m	1y1m
FEMALE	8y6m	7y9m	-9m**

*data is for re-test in Jan; further re-tests not completed due to COVID closures

**data is heavily skewed by the regression of three girls who went significantly back from their starting point. To remedy this issue going forward, any student who initially scores far higher than their other data (e.g. CAT and SATS) suggest, we re-test them immediately to get a more accurate reading.

In three months being supported, the average reading age rose by approximately **8 months**.

In addition to the small group literacy intervention being run by our Literacy Intervention TA, we had four classes of students with low prior attainment who received extra English lessons each fortnight.

At the only Data Collection we conducted for these students, their average forecast grade was **3A**, indicating they would achieve just below a Pass at GCSE in English.

Numeracy

For those students identified as requiring numeracy catch up, we used the following provision in 2019-20:

Additional maths lessons (150 minutes per fortnight) for low prior attaining students.

Impact

At the only Data Collection we conducted for these students, their average forecast grade was **3C**, indicating they would achieve just below a Pass at GCSE in maths.

Proposed Catch-Up Support 2020-21*

*In academic year 2020-21 ASA will receive no literacy and numeracy catch-up premium. Below, I briefly outline the support we will put in place for low prior attaining students using monies from the DfE Catch-Up premium, which is a whole school provision.

Literacy

- Full time Literacy Intervention Assistant (1.0)
- Training for 4 x Read Write Inc Fresh Start TAs to deliver phonics intervention for students in Y7 and Y8 who have a mean standardised score on CAT of 85 and below*
- Additional literacy lessons for low prior attaining students*

*In 2020-21, in the absence of SATS as a baseline, this will be based on an internal baseline assessment in mathematics.

Numeracy

At KS3 we have a 3 tier SOL. Tier 3 is designed as support for those students working towards grading at GCSE. Tier 2 is for those targeted at studying Foundation and Tier 1 for those forecast to study Higher tier.

Low attaining students will focus on tier 3 and will work towards a suitable qualification, the Award in Number and Measure (Level 1 and 2 are available through Edexcel).

In addition to this, we plan on implementing a dedicated lesson each fortnight to completing and working through the following:

- Big Maths Beat That
- Numeracy Ninja
- Entry Level qualifications (Edexcel)

The first 2 elements are aimed to support rote learning and understanding of basic numeracy skills so that students improve their quick retrieval and subsequently are able to unlock and access more challenging material.

The Entry level qualifications are used for a number of reasons:

- Building confidence
- Measurable milestones as students progress
- Real-world qualifications that students can access at an ability specific time

If additional support was available for student withdrawal then in addition to the above we would use the suite of Catch-Up Maths workbooks that are available through CGP. These materials are graduated (5 levels) and provide step by step processes in building number skills.

In Y7 the setting has been done to allow for specific intervention groups to be supported in literacy and numeracy.