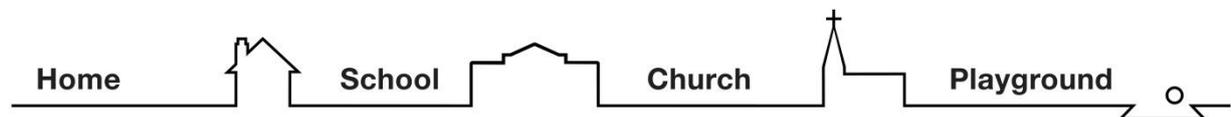




# LITERACY & NUMERACY CATCH UP FUNDING

IMPACT ON ACADEMIC YEAR 2018-2019 OUTCOMES



## **BACKGROUND**

The literacy and numeracy catch-up premium gives state-funded schools, including special schools and alternative provision settings, additional funding to support year 7 pupils who did not achieve the expected standard in reading or maths at the end of Key Stage 2 (KS2).

The school received additional monies for identified students who are below age-related expectations in the basic skills of literacy and numeracy. The criteria used to assess low attainment is any student with a score of 100 is classed as below expectation. During the academic year 2018-2019 the school prioritised 45 students below 100 first to ensure that we targeted all Pupil Premium students.

**The total funding allocation for the financial year 2018-2019 was £21,544**

# LITERACY

## Literacy interventions in secondary schools -DfE Literacy and numeracy catch up strategies Nov 2012

<p><i>Having interventions enable pupils with Literacy difficulties to catch up. (Brooks, 2002, 2007)</i></p>	<ul style="list-style-type: none"> <li>• Smaller class sizes</li> <li>• Investment in more English teaching staff and dedicated HLTA</li> <li>• More teaching time allocated to English</li> <li>• Planned interventions take place on Thursdays after school</li> <li>• Registration intervention sessions focused initially on sharp bursts of writing skills</li> <li>• Study of the etymology of words as part of all English lessons.</li> </ul>
<p><i>Many effective literacy intervention programmes have cooperative learning at their core. (Slavin and Lake, 2008)</i></p>	<ul style="list-style-type: none"> <li>• Intervention sessions are focused around the needs of individual students and will be determined by the needs of the student and the data collected.</li> <li>• After each lesson the teacher and student have a short conversation once a week and monitor progress using their Learning Logs.</li> <li>• The Subject Leader and TLR holder in the English department to monitor and evaluate the system.</li> </ul>
<p><i>The key element of effective teaching approaches for low attainers in Literacy include: early intervention, one to one/ small groups support and personalisation. (Brooks, 2002)</i></p>	<ul style="list-style-type: none"> <li>• Students are in small groups (2/3 students) and grouped according to focus and ability.</li> <li>• Class teachers set personalised targets for students, showing their classwork to the teacher at the end of each lesson.</li> <li>• The 'interventions list' changes continuously based on the HLTA's assessment of the students and the performance of students in assessments.</li> <li>• PLC sheets are used to identify the different skills needed to progress from one Learning Log level to the next.</li> <li>• The English department staff and BOSCO Centre staff have copies of the HLTA timetable so the intervention period is identified, understood and allows equal coverage of time for all Year groups and ability sets within Year groups.</li> <li>• The HLTA logs all sessions on the relevant SIMS Curriculum tracking sheet.</li> </ul>

### **Actions taken to address issues in Literacy**

- Small group intervention with English Department HLTA and Learning Support HLTA (students extracted from the lesson) based on identified needs on each individual student's Learning Log following interim assessments. Key areas of weakness are identified by the subject teacher and communicated to the HLTA to ensure efficiency and tailoring of intervention.
- In some cases it was deemed more appropriate to assign in class support from the English Department HLTA.
- Students were closely monitored by Departmental book scrutiny, moderation and other Quality Assurance activities.
- The additional Literacy lesson was utilised to address basic literacy issues.
- Additional curriculum time is devoted to the teaching of Literacy and/or spoken language skills. (1 extra lesson).

### **END OF YEAR OUTCOMES in LITERACY**

89% of pupils have achieved or exceeded expected progress (measured against LLP Estimate)

- 6% are on track to exceed expected progress at end of KS3
- 83% are on track to achieve expected progress at end of KS3
- 11% are not on track to achieve expected progress at end of KS3

# NUMERACY

## Numeracy interventions in secondary schools - DfE Literacy and numeracy catch up strategies Nov 2012

<p><i>Early intervention is needed to prevent 'low attainers' developing further problems</i> (Brooks, 2002: Dowker, 2004)</p>	<ul style="list-style-type: none"> <li>• Smaller class sizes for low attainers</li> <li>• Investment in more Maths teaching staff and dedicated HLTA.</li> <li>• More teaching time allocated to Maths</li> <li>• Planned interventions take place through support in lessons, through small group work and completing MAD time lessons.</li> </ul>
<p><i>Monitoring student progress is important so that students who need it most are identified and receive targeted interventions</i> (Sharples et al. 2011)</p>	<ul style="list-style-type: none"> <li>• The 'Interventions list' changed continuously based on the HLTA's assessment of the students and the performance of students in assessments.</li> <li>• HLTA is to log all sessions on the relevant Curriculum tracking sheet on SIMs.</li> </ul>
<p><i>An effective learning experience is tailored teaching to appropriate needs to individual students, particularly low attainers, and personalised curriculum for students has found to be effective</i> (Dunne et al., 2007)</p>	<ul style="list-style-type: none"> <li>• Class teachers set personalised targets for students, showing their classwork to the teacher at the end of each lesson.</li> </ul>
<p><i>Peer to peer can have a positive impact on students. Low attaining students can be successfully targeted through effective group and pair work</i> (Strayhorn and Bickel, 2003)</p>	<ul style="list-style-type: none"> <li>• Students will be in small groups and grouped according to focus and ability.</li> </ul>

### 2018-2019 END OF YEAR OUTCOMES in NUMERACY

90% of pupils have achieved or exceeded expected progress.

In addition to the in class support offered by the Higher Level Teaching Assistant for students ,all underachieving pupils identified from the End of Year exam received topic specific small group intervention as well.

- 2 student out of the small group have doubled their raw scores through the year.
- On average, the students increased their raw score by 12 marks by the end of the year. This was given that one of their end of year assessments was a GCSE paper.
- Out of all the students who showed an improved score 2 of them moved up to a higher set.

### IMPACT MEASURES

- Ensure that Year 7 students with less who are ranked less than 100 on their scaled score on entry make expected and more than expected progress before the end of the year.
- Ensure that any students not making expected or more than expected progress at the end of Year 7 continue to be monitored to ensure that timely and effective strategies continue to be put in place.
- To ensure all school data collections identifies and reports on this group so interventions may be tailored to individual need.
- To recognise that some students may have characteristics which increase the likelihood of underachievement. These characteristics include students eligible for Free School Meals (FSM), some ethnic groups, students with English as an Additional Language (EAL), students with Special Educational Needs (SEN) and Looked after Children (LAC).

<p><b>IMPACT</b></p> <p>Year 7 – the number of children under achieving in Maths as a percentage of the year group</p>	<p>This is 27 students out of a cohort of 268 students or 10 % of total cohort</p>
<p>The progress they made in terms of expected and more than expected progress</p>	<p>In the Year 7 cohort, 188 students made expected and 53 students made more than expected progress.</p>

**At the end of Year, 7 - 91% students of the identified underachieving students have made or exceeded expected progress.**

- The underachieving students are still being monitored and supported throughout the department.
- 91% are on track to achieve expected progress by the end of KS3

### **Allocations to schools funded in 2019 to 2020**

The allocations for 2019 to 2020 have not yet been set by the DfE. It is envisaged that funding to schools will be on the basis that they receive the same overall amount of year 7 catch-up premium funding they received in 2018-2019, adjusted to reflect the percentage change in the size of their year 7 cohort between the October 2018 and the October 2019 school censuses.

(number of year 7 pupils recorded on the October 2018 school census ÷ number of year 7 pupils recorded on the October 2019 school census) × the 2018 to 2019 allocation.

The school will continue to use a variety of strategies and interventions to ensure that identified students achieve or exceed expected progress in Literacy and Numeracy.

Updated September 2019

Review September 2020