

Year 7 Literacy and  
Numeracy Catch-Up  
Premium (CUP) Report  
2018 – 2019

## **Context**

The Literacy and Numeracy Catch up Premium gives state funded schools additional funding to support Year 7 students who did not achieve their age related expected standards in English and or Mathematics at the end of Key Stage 2.

In 2018/19 the school received £32, 726 as the Literacy and Numeracy Catch Up Premium.

It is estimated that for 2019/2020, the school will receive the same or similar amount.

DfE guidance to school explains that schools are free to decide how best to use the Catch-up Premium to improve the literacy and numeracy of these students and is designed to help Year 7 students 'catch up' with their peers.

As a matter of policy, the school aims to address any underachievement by ensuring 'quality first teaching' in all lessons and the generality of the school budget is used to maximise this. However, we recognise that in addition to this, some students require additional differentiated intervention to support them to make sound progress; we deploy additional income from the Catch up Premium to subsidise this.

### **Our Aims**

- To narrow the gap in attainment in English and Maths during year 7.
- To improve the quality of handwriting.
- To develop a greater range of resources and intervention to support these students.
- To encourage students to develop a love for reading age/ability appropriate books.
- To focus on core number skills and core science concepts.

### **Expected outcomes**

- 75% of Maths and English students who enter the school with a standardised score less than a 100 to make expected progress by end of year 7.
- 10% of Maths and English students who enter the school with a standardised score less than a 100 to make more than expected progress by end of year 7.

### **Leadership and Management**

- The Year 7 Catch-up Premium will be led by an Assistant Headteacher and the KS3 coordinators for Maths and English. In addition to this, co-ordinators for Literacy and Accelerated Reader will support this initiative.
- The Year 7 Catch-up Premium team will meet half termly and will be accountable for student outcomes.
- Spreadsheets including data (reading age, Maths, English and Science, CATs, PP, SEND) are all available.
- Parents will be informed about any interventions and will receive updates on a half termly basis regarding their child's performance.
- Regular assessments are planned to demonstrate the impact/progress students have made since joining year 7.

### **Rationale and identifying the Catch Up Cohort**

The vast majority of our current Year 7 cohort achieved the expected standards in English and Maths by the end of Year 6. This is indicated by their Key Stage 2 scaled score being 100+ for both English and Maths leaving a small but significant cohort within our Year 7 who did not meet the expected levels in English and Maths by the end of Year 6. Of this group, there was a slightly larger number of students in English than

Maths, whose performance fell below the expected standard by the end of Year 6. 40 out of 283 students (14%) KS2 scaled score in English was below 100, whereas 17 out of 283 students (6%) KS2 scaled score in Maths was below 100.

### Budget Expenditure 2018-2019

The School received a financial allocation of £32,726 for 2018-19

Strategy	Cost
<u>Use of Accelerated Reader:</u> <ul style="list-style-type: none"> <li>Students below level 4 given opportunity to rapidly improve reading and comprehension skills. This has led to improved literacy levels for all students.</li> </ul>	£5,000
<u>HLTA for Numeracy and Literacy:</u> <ul style="list-style-type: none"> <li>Small targeted reading groups during tutor time.</li> <li>1-1 support with literacy and numeracy for SEND and HID students.</li> </ul>	£8,600
<u>Parent workshops for Literacy and Numeracy:</u> <ul style="list-style-type: none"> <li>Family workshops to promote parents engagement in supporting students in literacy and numeracy activities.</li> <li>Summer school – to support transition from primary school. Main focus of Summer School was to engage students in literacy and numeracy.</li> </ul>	£500
<u>Resources and equipment</u> <ul style="list-style-type: none"> <li>Reading Books</li> <li>Numeracy workbooks</li> <li>Past papers</li> <li>Maths equipment</li> <li>Literacy workbooks</li> <li>Software – Bedrock and Lexia</li> </ul>	£6,326
<u>Out of hours intervention, enhancement and enrichment</u> <ul style="list-style-type: none"> <li>Targeted literacy intervention for 10 weeks on punctuation, writing, grammar and spelling.</li> <li>Ensuring flexibility in staffing in Maths and English.</li> <li>Use of 1-1 mentors for Numeracy and Literacy.</li> <li>Staff resourcing for enhancement sessions.</li> <li>Enrichments activities for students during and after school.</li> </ul>	£7,000
<u>Leadership and Management</u> Clear leadership responsibilities based on the progress and accountability of 'Catch-up' students, the roles include: <ul style="list-style-type: none"> <li>Leadership and management of an intensive identification process.</li> <li>Vigorous tracking and monitoring measures to ensure students who are not reaching their full potential at either level have been identified and have appropriate intervention and support in place.</li> <li>Reviewing the impact of all provision and interventions that are in place.</li> </ul>	£4,500
CPD <ul style="list-style-type: none"> <li>Offer CPD to staff about 'Literacy and Numeracy across the curriculum'.</li> </ul>	£800

### Intended support/outcome including expenditure 2018-19

Action	Led by	Cost	Date	Intended Outcome	Outcome
Set up and coordinate a working party and identify students who are eligible for the year 7 catch up premium.	RLF	£4,500	Sept 2018	Have a lead person from Maths and English.	Year 7 CUP team has been set-up and students have been identified. Spreadsheets including all baseline data have been produced and being updated on a regular basis.
Baseline assessment for Maths and English.	JR ADA	£500	Sept 2018	Ensure accurate levels have been obtained for all year 7 CUP students and areas of weakness been identified.	Maths, English and Science have conducted baseline testing, areas of strength and areas of development have been identified and shared with their relevant teams.
Targeted resources for Maths and English	RLF JR ADA BJS	£6,126	Oct 2018	Departments to purchase greater range of resources and intervention material to support the year 7 CUP students including SEND.	Maths and English department have purchased resources that targeted students to overcome the barrier to achieve national expectation.
Intervention for targeted catch up premium students on a weekly basis.	RLF JR ADA BJS	£7,000	Nov 2018	Students will attend booster session on a weekly basis working around key areas to achieve level 4.	Ready to launch, letters have been sent out and parents are aware of the year 7 CUP.
Work Scrutiny of books and assessments.	RLF LT ADA JR	-	Dec 2018	Moderation of student class work and assessments. Moderation of feedback that students are receiving and acting upon. Students views about how they are progressing in English, Maths and Science.	Planned for Autumn 2.

Catch up Reading	RLF GFY SDN CME	£13,000	Nov 2018	Students to attend paired reading session on a weekly basis with a year 9 mentor. Age appropriate books for students.	Based on initial reading tests, paired reading sessions have been set up for all year 7 CUP students.
Handwriting	SDN CMC ABE BJS	£500	Nov 2018	Targeted students to attend handwriting sessions 2 x 30 min a week.	After conducting a writing audit, identified students to take part in handwriting booster clubs.
Assessments throughout the year	RLF LCK GFY JR	£1100	Jan 2018 Jul 2019	GLs age appropriate assessments to measure progress made from start of year 7.	Assessments in place for January and July to assess the progress students have made. The tests are age appropriate for Maths, English and Science.
Literacy and Numeracy CUP report published on the website	RLF	-	Sept 2019	Report to parents regarding 2018-2019 catch up premium on school website.	Ongoing.

## Reading Outcomes 2018 – 2019

Candidate	Gender	SEN Status	Pupil Premium Indicator	CAT Verbal sas	GL Reading Test Age Year 7 Autumn	GL Reading Test Age Year 7 Summer	Gain/Loss (G/L) (months)
Candidate 1	Male	N		73	118	120	2
Candidate 2	Male			81	91	-	-
Candidate 3	Male	E		88	108	139	31
Candidate 4	Female		Y	100	158	161	3
Candidate 5	Male	K		88	120	148	28
Candidate 6	Female			82	142	155	13
Candidate 7	Male	N		89	139	134	-5
Candidate 8	Female			80	118	128	10
Candidate 9	Male		Y	70	120	88	-32
Candidate 10	Female			80	115	131	16
Candidate 11	Male	N	Y	84	128	145	17
Candidate 12	Male	K		86	82	115	33
Candidate 13	Female		Y	85	111	128	17
Candidate 14	Female			109	123	151	28
Candidate 15	Female		Y	87	125	128	3
Candidate 16	Male			95	125	136	11
Candidate 17	Female			101	161	171	10
Candidate 18	Female			105	111	128	17
Candidate 19	Male			93	161	145	-16
Candidate 20	Female		Y	74	91	136	45
Candidate 21	Female	E		83	-	-	-
Candidate 22	Male			95	136	164	28
Candidate 23	Male			84	100	123	23
Candidate 24	Female		Y	93	178	164	-14
Candidate 25	Female			74	102	136	34
Candidate 26	Female			104	142	136	-6
Candidate 27	Female	K		87	106	108	2
Candidate 28	Female	K		93	123	142	19
Candidate 29	Female			73	148	-	-
Candidate 30	Female		Y	101	151	-	-
Candidate 31	Female		Y	97	131	142	11
Candidate 32	Male			78	62	136	74
Candidate 33	Female			63	118	139	21
Candidate 34	Female			91	118	145	27
Candidate 35	Female		Y	89	102	120	18
Candidate 36	Male	N		116	164	190	26
Candidate 37	Female			95	123	136	13
Candidate 38	Male		Y	90	120	125	5
Candidate 39	Male		Y	93	148	151	3
Candidate 40	Male	N	Y	88	96	155	59

### Reading Outcomes

- 76% of the students improved their reading ages over the academic year of which:
- 69% made + 9 months progress
- 58% made + 12 months progress
- 31% made + 24 months progress
- 8% made + 36 months progress.

## Latest Progress check analysis for English and Maths

Subject	Students	Working below Expectation	Working at Expectation	Working above Expectation
English	292	21%	61%	18%
Maths	292	14%	78%	8%

The post intervention assessments showed progress in the small group of students that attended the Maths booster club. Their Maths scores improved in the main areas: using and applying Maths, counting and understanding number, knowing and using number facts, calculating, understanding shape, measuring and handling data. The focused teaching programme delivered results allowing a number of students to make significant progress.

Students who are working below expectation and those who have not made progress in both English and Maths will continue to be part of the intervention programme next year.

### Areas of Strengths

- Regular and timely intervention with KS3 coordinators in Maths and English.
- A large majority of students are making expected progress in Maths with 10% making above expectation against their forecast targets.
- Regular testing of key topics in Maths and English.
- Use of NGRT tests to ensure reading gains are evident.
- Use of half termly Star Tests in Accelerated Reader to ensure reading gains are evident.
- Targeting reluctant boys to read through use of boy friendly books.
- Scrutiny of books and assessments in English and Maths.
- Staff aware of year 7 Catch-Up Premium Students in core subjects.
- Use of Lexia for Catch-Up Premium students and SEND.
- Increased usage by parents of Homeconnect (A.R.)

### Developments for 2018-2019

- Continue paired reading with peer mentors.
- Students to use the Bedrock software during two registrations per week and once per fortnight in EE lessons.
- Track students usage of Bedrock (both school and home)
- Workshops for parents on how to use Homeconnect (A.R) at home to support their child's reading.
- Purchase of engaging resources for Reading, English, Grammar and Punctuation.
- Targeted 1-1 session for statemented and Pupil Premium students.
- Tracking of student progress throughout the year.
- Tracking of student attendance to intervention sessions.
- Workshops for parents to support their child with Reading and Maths.
- Use of Teaching Assistant to deliver small group interventions.
- Use of the LRC staff to support students with Lexia
- Progress checks analysis by sub group using the new data capture style.
- Tracking of SEND students that attracts multiple funding.