

Year 7 Literacy and Numeracy Catch-Up 2019/20

The Literacy and Numeracy catch-up premium gives schools additional funding to support Year 7 students who did not achieve the expected standard in reading or Mathematics at the end of key stage 2 (KS2).

The national curriculum tests at the end of KS2 are administered in Mathematics, English reading and English grammar, punctuation and spelling. Scaled scores have been used to report the results of these tests since 2016.

A student's scaled score is based on their raw score, which is converted into a scaled score, to ensure accurate comparisons of student performance over time. Every scaled score represents the same level of attainment for a student each year. A scaled score of 100 will always represent the expected standard on the test. Students scoring 100 or more will have met the expected standard on the test. The range of scaled scores available for each KS2 test is the same and will stay the same in future years:

- 80 is the lowest scaled score that can be awarded
- 120 is the highest scaled score

A student awarded a scaled score of 100 or more has met the expected standard in each test.

A student awarded a scaled score of 99 or less has not met the expected standard in the test.

This document identifies catch-up strategies and interventions, which are specifically aimed at students in Year 7 who are behind in literacy and numeracy. Low attainment is defined as attainment below age-related expectations in a particular curriculum subject or skill. This includes basic skills such as reading and numeracy.

“The money is to be used by schools to deliver additional tuition or intensive support in small groups, giving students valuable support to bring them up to speed so that they are more likely to succeed at secondary school. The funding will not be ringfenced for catch-up activities but we expect that this funding is used for additional literacy and numeracy catch-up during Year 7, given that this can make a critical difference to students at this important stage.” (DfE Website)

The focus is on high impact strategies that will bring about quick and sustainable improvements in literacy and numeracy for identified students. This document outlines specific provision offered in 2019-21

Rationale for Our Approach

Our strategy for supporting the achievement and progress of all children including disadvantaged pupils and those who are low performing is based on the NFER research project, 'Supporting the attainment of disadvantaged pupils'.

This focuses on:

1. Whole school ethos of attainment for all.
2. Addressing behaviour and attendance.
3. High quality teaching for all.
4. Meeting individual learning needs.
5. Deploying staff effectively.
6. Data driven and responding to evidence.
7. Clear responsive leadership.

In addition to our whole school approach we have identified a number of specific targeted interventions.

How is Impact measured

Data captures are obtained twice during the school. It is envisaged that all learners meet the minimum expected standard by the end of Year 7. Each learner's current attainment is analysed and progress towards the expected end of year standard and their aspirational target grade is measured. These data entries are based on standardised KS3 assessments delivered through Maths and English lessons. Where learners are accessing specific catch-up interventions, additional assessments may be used to more rigorously assess progress of learners and impact of provision.

The funding for the catch-up premium funding for 2019-20 was £10058. The school will be informed of the catch-up funding linked to COVID 19 lockdown later in the Autumn term.

Interventions during the 2019-20 Academic year

We used the funding to support a number of interventions including:

- Small groups catch-up classes in English and Maths with subject specific tutors. Children in receipt of this intervention received ten hours of support.
- The LIT programme, which provides resources to support catch up classes.
- An extra teaching assistant provided for set 3 English.
- The Breakfast club supervised by TAs focussed on Maths and English.
- My Maths and Hegarty Maths used to provide practice exercise to improve numeracy.

- Good practice shared with Primary colleagues, particularly phonics.
- Accelerated reader programme used to improve reading ages.
- Dyslexia screening programme, to identify specific difficulty and the specific provision required.
- Curriculum structure, so that students were grouped together in similar abilities across the curriculum. This enabled SEN support to be targeted more efficiently.
- Participation in the pilot, direct instruction programme for maths, Connecting Maths Concepts, due to run from April 2019-March 2020.

Impact of Year 7 Catch Up Premium 2019-2020

English		Maths		Both	
Number of pupils below 95 at the end of KS3	Number and Percentage of pupils who secured their Year 7 milestone	Number of pupils identified as between 90 and 100 at the end of Key Stage 2	Number and Percentage of pupils who secured their Year 7 milestone	Number of pupils identified as between 90 and 100 at the end of Key Stage 2	Number and Percentage of pupils who secured their Year 7 milestone
26	25 (96%)	19	16 (84%)	13	10 (77%)

By February 2020 the catch-up premium ensured that the majority of students who were behind at Key stage 2 had caught up in English and Maths. During the lockdown all year 7 pupils were given logins for Google classrooms and online learning to prevent the gap from widening further. The impact of this will only be seen when children return fully and baseline assessments and gap analysis has taken place. These students will continue to be assessed in English and Maths in case they fallen behind again as a result of the COVID 19 school closure.

Year 7 catch up premium 2020-2021.

Given the break in education and the impact of lockdown on mental health we know we may have a larger deficit to deal with and groups affected may be larger depending on the effectiveness and engagement in online learning. Since no SATS have taken place in 2020 our primary schools have identified students who will require extra support to improve their literacy and numeracy. At this stage we plan to continue with the 2019-20 interventions. However, these plans will change as soon as we know what level of funding for catching up following COVID 19. We will want to enhance our provision to tackle the specific gaps identified by our assessments in the Autumn term.