

The literacy and numeracy catch-up premium gives schools additional funding to support Year 7 pupils who did not achieve at least a raw score of 95 in reading or maths at the end of Key Stage 2 (KS2).

Schools receive £500 for each pupil in Year 7 who did not achieve at least a raw score of 95 in reading or maths at the end of KS2. This is allocated so that schools can give extra intervention to these students so that they catch up with their peers.

Using the funding, the Academy is able to fund staffing to withdraw students in small groups for extra intervention in literacy or numeracy.

Literacy

We have 15 students in Year 7 who are eligible for the premium in literacy due to having a raw score of 95 and below in their KS2 Reading SAT.

We have 13 students in Year 7 who are eligible for the premium in numeracy due to having a raw score of 95 and below in their KS2 SAT.

In literacy we deliver a mixture of 1:1, paired and small group sessions. A child is allocated based on level of need. Sessions take place during lessons and tutor time, avoiding where possible core subject withdrawal. Additional literacy lessons have been implemented by using 30 minutes of Values lessons and students receive a reading session at the end of their Art lesson.

We use a variety of programs with students including IDL, Toe by Toe and Alpha to Omega. In addition to this the literacy team also research and create new resources specific to individuals. This ensures focus is not only on reading but also on comprehension and SPAG.

We have introduced paired reading and peer reading with older students to encourage independence.

Comprehension groups have also been set up within the group reading sessions to encourage reflection and discussion around texts.

Handwriting practice sessions focusses on the quality of handwriting and speed.

The impact:

There were 21 students who received 'Catch Up' intervention for the whole of Year 7 2015-2016. Originally, in September 2015, we started with 31 students, but by assessment 2, 10 students no longer required intervention.

In terms of reading age, 100% of these students improved.

10 % improved by less than one year.

14 % made an improvement of between 1-2 years.

76 % improved by over two years.

In terms of spelling ages, 86% improved.

52% improved by less than one year.

29% made an improvement of between 1- 2 years.

5% improved by over two years.

Three students did not show any improvement. These students are all SEN and all receiving additional support.

These tests were consistent throughout the year and this is obviously reflected in the results.

Numeracy

In numeracy we deliver small group and paired intervention. This proves to be the most effective method of support for the students, they retain more of what they learn and explore due to the method of repetition.

We use a combination of My Maths, Maths Watch, Hegarty maths and practical numeracy resources to support student's learning. The member of staff, who specialises in Maths, initially assesses key areas of weakness and then spends time securing basic numeracy / number skills. Weaknesses are also identified through question level analysis from assessments by the Head of Department. Students are shown the questions where they have performed the weakest in and this links to the specific Hegarty Maths lessons where they can watch video examples and then complete a mini quiz which tests that skill. This can be monitored by the class teacher and the intervention leader.

Discussions take place following the completion of students work. Students are encouraged to discuss how they came across their outcomes in order to check their processing skills.

It is quite common for lower ability students to regress upon transition to secondary school from their KS2 SATs. Initial baseline tests showed that all of our students eligible for funding had regressed by at least one sublevel, two in most cases. Further testing at the end of term showed that all students were now securely working at their KS2 sub level, with only one student showing regression. This student has significant behavioral and attendance concerns, which are being addressed.

Further progress is now expected in numeracy, and this aspect in particular is being monitored closely.

The impact:

Since joining the Academy 66% of qualifying students have made progress with their number skills in comparison to their KS2 result. Those who did not make the expected progress are now receiving additional intervention for their math's lessons.