

# Literacy and Numeracy Catch Up Premium 2019-2020

## Year 7 Catch-up Premium Funding 2019-2020

The Academy of St Nicholas is in receipt of £19,334 for students in 2019-2020.

### Based on the KS2 scores:

43 students are below expected standards for maths and English

58 are below standard in English

45 are below standard in maths

5 students have no grades

### Numeracy

SATS scaled score	Number of students
Below 100	45
95 - 99	24
90 - 94	13
89 or Below	8

### Literacy

SATS scaled score	Number of students
Below 100	58
95 - 99	22
90 - 94	17
89 or Below	19

### Catch Up Literacy Strategy

Reading ages are monitored and evaluated through accelerator reader and Hodder reading tests whilst student progress in English is also monitored through both Pearson steps and end of KS2 reading comprehension testing. Students who enter the school with a reading age below 6.2 and below step 1 on the Pearson scale, will be monitored for progress using P (pivot) scales at calendared points in the year in addition to tracking improvements to their reading, spelling and comprehension.

A proportion of students who are deemed not secondary ready also benefit from the specific pupil premium interventions, such as Reading Wise (delivered by a trained TA) and small group tuition with staff in the Student Support Centre.

All staff are aware that it is the responsibility of all subjects to ensure that all students 'catch up' and keep 'catching up' and this is signposted in their schemes of work.

# Literacy and Numeracy Catch Up Premium 2019-2020

**English strategy for all students include:**

- Whole school; **‘Read well, Speak well, Write well’** strategy. A Key focus within this is extending Tier 2 vocabulary, as well as Tier 3, in order to develop fluent writers, readers and speakers.
- Drop Everything and Read (DEAR) within English. This means we have directed time within the curriculum in which students are able to develop their reading skills. NSR students will read out loud with teacher/ teaching assistant in lessons.
- A revised KS3 curriculum which includes reading whole texts and extracts (non-fiction and fiction)
- Regular reading time at the start or ends of lessons (teacher choice)
- Reading in form time. (each Y7 and Y8 form is given a class reader for each term)
- A drama curriculum to ensure that students build confidence in their communication skills both inter and intra-personal.
- Oral activities are used in English (targeted questioning, pair work and discussion) to prepare for formal/academic writing style.

**Additional and specific Catch Up support in literacy includes:**

- Spring term – sixth form students will be trained as Reading Buddies, to work with Y7 students in the first instance, in form time.

Year 7 Literacy		
95 - 99	<p><b>22 Students</b>            14 of these attend Tuesday after school and 8 students receive alternate English support with a number of LSA's in the Learning Support Centre            Reading and comprehension            Set 3 in class support            Monitoring baseline and AP assessments closely to make set changes where applicable.            Students invited to library at lunch time and after school for extra support</p>	JW/NK
90 – 94	<p><b>17 Students</b>            11 are receiving extra literacy support from LSC.            NK Supporting in class – Literacy progress units            Additional reading support once a week            Set 4 in class support            Monitoring baseline and AP assessments closely to make set changes where applicable.            Students invited to library at lunch time and after school for extra support</p>	NK/DC/ JW
<89	<p><b>19 Students</b>            12 in SLC- receiving extra support            7 students in set 4 receiving the following support:            NK Supporting in class – Literacy progress units            Additional reading support once a week            Set 4 in class support            Students invited to library at lunch time and after school for extra support            Monitoring baseline and AP assessments closely to make set changes where applicable.</p>	NK/ DC/JW

# Literacy and Numeracy Catch Up Premium 2019-2020

## In addition to the above students with SEND receive:

- Immersion and targeted support through our 'Small Learning Community' and specialist teaching via our primary trained teacher.
- Readingwise: Targeted intervention sessions to improve decoding and reading comprehension skills.
- Rapid Plus programme: intervention targeting comprehension and spelling.

## Catch Up Numeracy Strategy

- All students are placed in sets based on Key Stage 2 QLA and internal baseline.
- Students have been baseline tested using Pearson's baseline test and the results compared with the key stage two scaled scores.
- Information from the baseline QLA along with SATS QLA to identify students' strengths and areas of improvement. Specialist teacher uses this to target pupils in class and design the curriculum to their needs.
- Students in the SLC follow a programme of study focussing on arithmetic/number work for the first 10 weeks.
- Linear setting allows for students to be setted in terms of fine scores to enable further in class intervention such as specifically designed 'low stakes quiz' utilised to close students gaps and provide time for retention of knowledge.
- The 'Numeracy Ninja' program runs during form time as a form of catch up and retention strategy.
- All students are rigorously monitored using unit tests plus low stakes quizzes to check progress and reshape targeted, in and out of class support throughout the year.
- Hegarty maths is used to personalise catch-up work.
- Throughout the year end of unit assessments are used to identify students' areas of improvement.

Year 7 Numeracy		
Cohort	Actions/Interventions	Staff
96 - 99	<b>24 Students</b> <ul style="list-style-type: none"> <li>• 10 students in set 4 – in class support provided by specialist HTLA.</li> <li>• 2 students in the SLC – these will be provided with extra 1:1 support weekly through extraction.</li> <li>• 9 students in set 3 – these are to be monitored and supported by class teacher.</li> </ul>	AB/AP/TA/SQ
85 – 95	<b>13 Students</b> Lunch time peer support group with 6 <sup>th</sup> form students each Tuesday <ul style="list-style-type: none"> <li>• 85-90 work through KS3 catch up book 1</li> <li>• 91-95 to work through KS3 catch up book 2</li> </ul> Monitor students' progress at each AP during the academic year, plus their unit test scores. These students also follow a curriculum designed to close the gaps in their knowledge whilst allowing them to keep up with their peers.	AH/SQ
<85	<b>8 Students</b> Extraction for intervention Focus on basic arithmetic i.e. four operations & times tables	AH/TA

# Literacy and Numeracy Catch Up Premium 2019-2020

**In addition to the above students with SEND receive:**

- Immersion and targeted support through our 'Small Learning Community' and specialist teaching via our primary trained teacher.
- Alternative assessment criteria is used to monitor progress.

**Year 7 Catch-up Premium: Impact statement 2018-2019**

103 students £14,536

**Numeracy:**

Score	No. of students (out of 103)	% of students below standard Sep 18	Number of students	% of students below standard Sep 19
<b>Below 100</b>	52	50.5	17	16.5
<b>95 - 99</b>	20	19.4	8	7.8
<b>90 - 94</b>	13	12.6	5	4.9
<b>80 - 89</b>	11	10.7	4	3.9
<b>B</b>	7	6.8		

**Literacy:**

Impact 2018-19 Reading Comprehension ages

SATS scaled score	Number of students	Average Reading Age September 2018	Average Reading Age July 2019	Average improvement
Below 100	48	5 years 8 months	7 years 9 months	2 years 1 month
95 - 99	18	6 years 8 months	9 years 6 months	2 years 10 months
90 - 94	12	6 years 2 months	8 years 3 months	2 years 1 month
80 - 89	11	5 years 2 months	6 years 1 month	9 months
B/N	7	5 years 1 month	5 years 7 months	6 months