

Sir Jonathan North Community College

Year 7 Literacy and Numeracy Catch-up Premium Strategy 2018-19

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Summary Information

School	Sir Jonathan North Community College				
Academic Year	2018-19	Total	£23,000	Date of most recent CUP review	1/9/17 Internal
Students in Year 7	243	Number of students eligible for CUP	46	Date for next internal review of this strategy	August 2019

Year 7 Literacy and Numeracy Catch-up Premium 2018 – 2019

We will receive funding for all learners who are below age related expectation for reading and/or mathematics in Year 7. The information comes from the national curriculum tests sat by students at the end of Key Stage 2. A student who has been awarded a scaled score of 99 or less in any one of these tests has not met the expected standard. These students are awarded an additional £500 each of catch-up funding.

Last academic year (2017-18) we received £17,229 of extra funding. Sir Jonathan North will not receive the funding for this year's cohort until March 2019. On the basis of the number of students below expectations on entry we would expect to receive in the region of £23,000.

What are the barriers?

Some students will arrive at Sir Jonathan North in Year 7 without the required levels of literacy or numeracy to access the curriculum. We know that there is a significant correlation between how students attain at Key Stage 2 (when they are 11) with how they attain at Key Stage 4 (when they are 16). For example, in the 2016 GCSE cohort, just 11% of students assessed as below the expected standard at KS2 went on to achieve at least a C grade in English and maths (*The Attainment Gap, EEF, 2016*).

We know that good first quality teaching is the bedrock of effective practice; and this is supported by the EEF who state ‘What happens in the classroom makes the biggest difference’. However, most research suggests that children significantly falling behind their peers need more help than the classroom normally provides. The strategies we plan to employ offer additional support to the students that are already behind the age related expectations, the aim being to accelerate their progress to bring them in line with their peers. The interventions we focus on are typically targeted small group and one to one sessions as these have been shown to have the largest immediate impact on attainment.

Literacy Catch-up Strategies

Dr Kevan Collins – *Supporting struggling 11 year-old readers (2014)* claims one in seven children will begin secondary school as a struggling reader. This is twice as likely to be the case for children from low-income families. The educational prospects of children in this group are bleak if they perform in line with previous students in the same group. Only approximately 1 in 10 will go on to achieve five or more good GCSEs, including English and Mathematics. For this reason it is imperative that we address this gap on entry to Sir Jonathan North. The intervention programmes on offer are bespoke depending on the needs of the students, as identified by baseline testing and teacher assessments in the first six weeks, and based around what the most recent evidence is indicating to be the most effective using the Education Endowment Foundation Guidance Reports. In addition to the specific interventions listed below, we also have a high ratio staffing for those students with low prior attainment in reading, and these groups also have a specialist Teaching Assistant in their lessons which ensures access to the mainstream curriculum.

Programme	Cost	Provision	Intended impact
Booster groups	£5000	Low ability groups are team taught for three of the lessons they have in English a week	To accelerate progress in English so students can access the curriculum
Lexia	£1,732	Specialist reading programme for dyslexic students	Improve reading ability
Accelerated Reader	£1,311	Specialist reading programme for students with a reading age below floor standard	Improve reading ability
PiXL Phonics	£1,732	Specialist reading programme designed for SEN students who are significantly below expected floor standard in reading	Improve reading ability
Study Buddies		Reading intervention, using Year 9 and 10 students at tutors for the students who are below the ages related expectations in their reading assessments	Improve reading ability
Total	£9,775		

Numeracy Catch-up Strategies

The DFE document *Literacy and Numeracy Catch-up Strategies* (updated in November 2017) recommends timetabling Mathematics lessons early in the day as it can have an impact on overall effectiveness. While it has not been possible to timetable all Year 7 maths lessons during a morning session, the additional intervention lesson Year 7 students who have not met floor standard in Mathematics receive is in the morning, as are the Catch-up sessions that take place from January. We also have a high ratio of staffing for those students with low prior attainment in Mathematics, and these groups also have a specialist teaching assistant in the lessons which ensures access to the mainstream curriculum.

Programme	Cost	Provision	Intended impact
Small group maths tuition September – December	£5000	Tutor working with students in small groups for 30 minute weekly sessions	To accelerate progress in maths so students can access the curriculum
Catch Up Maths	£5000	Weekly one to one sessions working on basic numeracy	To accelerate progress in maths so students can access the curriculum
Total	£10,000		

The funding is used to support catch up and this year will include:

- Individual tuition in addition to classroom teaching
- Intensive small-group tuition
- Smaller group sizes for students with low prior attainment in Mathematics
- Purchasing external services and materials to add to those provided by the College.

The impact of these interventions is measured at regular intervals throughout the year, and at the end of year by using GL assessments. The Senior Leadership Team and Governing Body regularly monitor, evaluate and review the impact of these strategies.

We will continue to work closely with students who are still working towards the expected standard at the end of year 7.

Impact 2017-18

Following analysis of the Reading and English and Maths GL assessments for Year 7 on entry compared to summer 2018 we can see that:

- Students who had the catch-up numeracy intervention made slightly more progress than the students who did not receive this intervention in maths (0.75 improvement between GL1 and GL2 with intervention compared to 0.69 improvement with no intervention).
- English GL assessment data shows that the students who received targeted English intervention made on average 0.5 of a grade more progress than the students who did not receive it. There was no discernible difference in reading age between those who received the intervention and those who did not receive the intervention.