

Year 7 Literacy and Numeracy Catch-up Premium

What is the Catch-up Premium?

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve the expected standard in reading or maths at the end of key stage 2 (KS2). All state-funded schools with year 7 pupils receive this funding.

The money is to be used by schools to deliver additional tuition, intensive support in small groups, or to deliver any initiatives that will enable pupils to be at the expected level in Maths and English so that they are more likely to succeed at secondary school.

The funding is not ring-fenced for catch-up activities but it is expected that this funding is used for additional literacy and numeracy catch-up during Year 7 given that this can make a critical difference to pupils at this important stage.

Allocations for the financial year 2016 to 2017

In 2016 to 2017 schools will receive the same overall amount of year 7 catch-up premium funding they received in 2015 to 2016, adjusted to reflect the percentage change in the size of their year 7 cohort, based on the October 2016 census. This year at The Cedars Academy we have £15,241 for Year 7 Catch-up.

How do we use the funding at The Cedars Academy?

The additional funding is used at The Cedars to fund the following:

- Extra small group Literacy lessons
- Extra small group Numeracy lessons
- PP Mentors delivering 1 to 1 Literacy and Numeracy sessions

“Pupils who have been receiving Small group intervention have made better progress than the rest of the similar cohort”

Year 7

Rationale

As all pupils who are in receipt of intervention started out in set 3, this report compares the progress and attainment of these pupils with that of the rest of the set 3 cohort. The intervention that pupils have been receiving consists of small group work. Pupils have been withdrawn from other lessons to complete extra Mathematics in a small group with a Maths teacher.

Baseline assessment (Starting point)

From the initial baseline data, it is clear that the cohort receiving small group work (SGW) is significantly weaker than the rest of the pupils in set 3 year 7.

	SGW	Non SGW
Baseline Assessment	11.4 Marks, 19% Average	18.6 Marks 31% Average
Entry Flightpaths	W	50%
	F-	25%
	F	25%
	F+	50%
	D-	25%
	D	25%

Progress

To consider the progress pupils have made we are comparing baseline data to the current synoptic test pathway, which takes into account the end of year test that all year 7 pupils sat. A move from F to F+ will be consider 1 SLOP, D- to D+ would be 2 SLOP, firstly here is the data for the SGW Pupils

		Current synoptic test pathway									
		W	E-	E	E+	F-	F	F+	D-	D	D+
Entry flightpath	W					3	4		3		
	E-										
	E										
	E+										
	F-							2	2	1	
	F							4		1	
	F+										
	D-										
	D										
	D+										

SLOP	0	1	2	3	4	5	6	7
% of pupils	0	20	10	15	20	20	0	15

Now, the same data for the non SGW cohort

		Current synoptic test pathway												
		W	E-	E	E+	F-	F	F+	D-	D	D+	S-	S	
Entry flightpath	W													
	E-													
	E													
	E+													
	F-													
	F													
	F+							1	1	4	3	3		
	D-							1	1	1	1		1	1
	D									1	1	2	2	
	D+													

SLOP	0	1	2	3	4	5	6
% of pupils	29	29	21	17	4		

Every pupil receiving intervention has made some progress through the year, whereas 29% of the rest of the cohort have not. More than half (55%) of pupils have made 4 or more sub-levels of progress, compared to only 4% in the rest of the set 3. This 4% was one pupil who made 4 sub-levels, nobody achieved more than 4 without intervention.

This suggests that the intervention is having a positive impact on the progress of the pupils receiving it. Every student has made progress, some of them at a rate far faster than their peers. The difference is clear to see. One of these pupils made such good progress that she was able to move up a set at Easter.

Attainment

Whilst progress is the now the most important measure, it is still relevant to consider the attainment of pupils,

		SGW	Non SGW
Baseline Assessment		11.4 Marks, 19% Average	18.6 Marks 31% Average
Current Assessment		31.1 26%	48.2 40%
Entry Flightpaths	W	50%	
	F-	25%	
	F	25%	
	F+		50%
	D-		25%
	D		25%
Current Flight Path	W		
	F-	15%	
	F	20%	8%
	F+	30%	8%
	D-	25%	25%
	D	10%	21%
	D+		21%
	S-		13%
	S		4%

This makes an interesting analysis, initially there was no overlap in achievement of the two groups of pupils, now it is clear to see that there is a significant overlap, again illustrating the increased progress of the pupils receiving SGW. Also the SGW cohort have progressed as a whole group, whereas the non SGW group have become much more spread in terms of attainment, with some pupils making good progress, but others making little or none. The pupil

who moved up to the set 2 at Easter was able to sit the extension paper, so her score is not included in the average grade for the intervention group.

Intervention in year 7 has had a positive impact on the pupils receiving it. Pupils have benefitted from the extra support provided by small group work, and have progressed at a higher rate than the rest of the group. All pupils have made some progress, and some have made excellent progress over the course of year 7.

English Intervention

AUTUMN

On entry to The Cedars Academy in Year 7 26 pupils were below L4 in English. 14 of these pupils are PP.

Term 1 intervention has focused on PP learners below L4 with an initial 9 of the 14 pupils being given timetabled support in small groups of four or five. These sessions have focused on reading and comprehension skills as well as spelling, sentence structure and organisation of writing.

Other key learners have also received 1 to 1 support with English teachers to boost their confidence in reading and writing.

The academy has appointed PP mentors who have also been working closely with targeted pupils on literacy to support and complement their English curriculum.

This initial intervention cohort will be assessed using National Reading Tests prior to February half term. Further intervention with this first cohort will then be planned based on the outcomes of these tests.

In addition to this, meetings will take place with each pupil's English teacher early in the spring term to evaluate the progress the learners are making in class and to monitor the impact the intervention is having thus far.

Staff members who are timetabled to lead and support intervention sessions will then work with newly created groupings in order to provide a similar level of support to additional PP pupils and non-PP pupils.

SPRING

Spring intervention continued initially with the same group of targeted PP pupils. Focus during the spring term was on reading and comprehension in particular, culminating in a comprehension assessment using a recent KS2 national test. This enabled us to identify where specific gaps in pupils' ability to identify explicit and implicit information and to track logically through texts were. Each pupil was given personalised, bespoke feedback and were taught a range of strategies to improve. They then had the opportunity to re-sit the test. The responses the second time saw a marked improvement, in particular the accuracy of close-reading. This has also been shown in pupils' reading assessments as part of their English curriculum which indicate pupils are moving from Foundation to Foundation+. Pupils will be assessed again in the summer term and teacher predictions indicate they will meet Developing.

SUMMER

This summer term, an additional cohort of pupils will be allocated intervention sessions in order for non-PP pupils to receive small-group and one-to-one support. After the May half term, all pupils who joined us below Level 4 will re-sit national spelling and reading tests which will allow us to more accurately measure progress to a finer level.

In addition, English staff freed up from Year 11 teaching after the June exams will be allocated small groups of PP and non-PP pupils in order to deliver lessons on specific reading and writing skills. This will also give us an opportunity to tie the intervention more closely to pupils' classroom work and to the end of year assessments.

End of Year Summary

Of the Year 7 cohort joining us below Level 4, 22 (85%) finished the Year at Foundation+ or Developing meaning they had reached age-appropriate attainment for Year 7.

Expected Attainment Pathway (EAP)

Those pupils achieving Foundation+ made 1 positive EAP level of progress relative to their starting point and the pupils achieving Developing made 2 positive EAP levels of progress relative to their starting point. An example can be seen below:

	Name	Class	Eligibility	Grade	Grade Points	EAP Grade	EAP Diff (whole)	EAP Diff (sub)
1	[Redacted] (009001)	7a/En3		Fnd+		Fnd	0	1
2	[Redacted] (009012)	7a/En3		Dev-		Fnd	1	2

This progress puts these pupils broadly in line with their peers who began Year 7 at Level 4 and means they are ready to access the KS3 curriculum more successfully in Year 8.