

## Year 7 literacy and numeracy catch-up premium

<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#year-7-literacy-and-numeracy-catch-up-premium> (***what maintained schools must publish online***)

The Emmbrook School has received year 7 literacy and numeracy catch-up premium funding. This report contains:

- Our funding allocation for the current academic year (Pg.7)
- Details of how we intend to spend our allocation (Pg. 7-10)
- Details of how we spent our previous year's allocation (Pg. 2-6)
- How last year's allocation made a difference to the attainment of the pupils who benefit from the funding (Pg. 2-6)

## **Evaluation of 2017-18 interventions against outcome**

In 2017-18, the funding amounted to around £13,000

### **How we used year 7 literacy and numeracy catch-up premium**

We identified pupils who need extra support from the year 7 catch-up premium, so we can decide the best way to use the funding.

In-school baseline testing and/or teacher assessment is used to pin-point the areas of weakness.

Our strategies to support have included the following methodologies;

- individual tuition
- intensive small-group tuition
- external materials

In deciding, we used the following guidelines:

- Literacy and numeracy catch-up strategies: <https://www.gov.uk/government/publications/literacy-and-numeracy-catch-up-strategies>
- The Education Endowment Foundation: <https://www.gov.uk/guidance/year-7-literacy-and-numeracy-catch-up-premium-guide-for-schools#allocations-for-the-financial-year-2017-to-2018>

## Evaluation

### English Department Report: Year 7 Not Secondary Ready Students (Summer Term 2018)

On entering the school in September 2017 there were 31 students identified by their KS2 performance as 'Not Secondary Ready'. The table below details their levels as of the autumn term:

Grades:	Secondary Ready Judgement	No of Pupils
P3-1M	<b>RED:</b> Not Yet Secondary Ready	19
1H	<b>Amber:</b> Nearly Secondary Ready	5
2L-2H	<b>Green:</b> Secondary Ready	7

The latest Secondary Ready judgement for these pupils has been provided based on projected achievement at GCSE following the departmental flightpath and is detailed in the table below. One pupil has now left the school so the table now totals 30.

Grades:	Secondary Ready Judgement	No of Pupils
P3-1L	<b>RED:</b> Not Yet Secondary Ready	6
1M-1H	<b>Amber:</b> Nearly Secondary Ready	13
2L-2H	<b>Green:</b> Secondary Ready	11

It will be noted that the Amber category has moved to include those on a Grade 1M. This is due to our greater experience with the flightpath now allowing us to predict more confidently that they will reach the level required for a Grade 4 pass at GCSE. However they remain Amber rather than Green as we wish to maximise their chances of achieving a strong Grade 5 pass.

### Actions- Summer Term 2018

**Red:** The 6 students deemed to be most in need of extra support (decision made on a mixture of baseline test results, current level of progress and teacher's professional predictions) will remain in their smaller, focus class for the Summer Term – with TA support. Their progress will be monitored regularly (every 3 weeks / 4 times in a term) by the class teacher and they will be following a curriculum with a clear focus on basic literacy skills. Resources to be used include the literacy toolkit and the Bedrock programme to aid vocabulary development. Diagnose-Therapy-Assess will be used to identify and support each student's specific areas of development

**Amber:** 8 of these students will remain in the smaller focused class. They have progressed well and it is clearly a group that suits their learning so they will continue there until the end of the year. However, movements can be made if needed so if it no longer appropriate this can be easily dealt with.

The remaining 5 students will remain in their sets and their performance will continue to be monitored carefully throughout the Summer Term. If a student's progress does not improve alongside their peers they will be moved into the smaller, focus class. In order to support this progress they will attend fortnightly intervention sessions.

**Green:** These students have made the required progress and are working at a similar level to their peers; they are confidently regarded by the department as 'Secondary Ready'. Their performance

Non-Secondary 'catch-up' strategy report for The Emmbrook School (2018-19)

will continue to be monitored carefully – and where appropriate the necessary intervention will be put in place.

***Action to be carried forward to 2018-19: The 5 Y7s who were still NS will be supported and monitored during T1 and T2 2018-19 in order to reach target.***

### **Maths Department Report: Year 7 Not Secondary Ready Students (Summer Term 2018)**

The maths department are pleased to report that 5 out of the 19 students (NS) have made sufficient progress to be classified as secondary ready and are now not a concern to us. Two are not currently on role and therefore this leaves us with 12 students who are causing some concern. The plan is that after the year 11 computer science exam the FD will be in these classes more and more working on the topics which they struggle with. In addition we have a maths specialist join us shortly on long term supply which should help give the classes a more consistent learning experience.

#### **Impact in maths**

- Springboard 7 Curriculum
- Purpose:
- Ensure that students who have failed to meet the 100 benchmark for the ks2 mathematics test meet this standard by the beginning of year 7, term 3.
- Initial Actions:
- Initially all students who achieved less than the standardised 100 baseline score will be taught in set 3 of 3. This will last for a term and a half as the intention is that students will "catch up" by February half term and therefore benefit from being in a set where they are challenged in through the KS3 curriculum. If a student needs further support this will be provided through intervention from qualified teachers and extended TLA support.
- All year 7 students will be tested using the AQA year 7 baseline exam to identify any students who meet set 2 standards (similar scores within the baseline test). There are three students in the current set 3 who achieved a score of 98 as their standardised score but outperformed a number of students (who did meet the 100 benchmark) within the arithmetic strand (raw score). If our goal is to implement mastery throughout our curriculum which will include mathematical reasoning (strand 2 and 3) it is justifiable to allow students with strong arithmetic skills to progress to the Ks3 curriculum.
- The Springboard 7 Curriculum Overview:
- If the premise is to assume students studying this course will predominantly have weak numeracy skills given the criteria set out in initial actions then these skills will be the main focus. However, geometry, statistics and ratio and proportion will still be taught to support ideas of arithmetic but also to ensure the gap in these topics does not widen. After a review of the 'National curriculum programme of study', Springboard 7, even though published initially in 2001, is still fit for purpose in terms of material, assessment and objectives. It should be noted at this early stage that there may have a number of students who will not necessarily even meet the requirements to engage fully in this curriculum (originally intended for those attaining a Level 3 in the National Curriculum). From Ks2 data only (prior to baseline exam) three students scored a standardised score of 90 or below. Other interventions may have to be put into place for these students, this will be reviewed after the baseline test has been analysed so that the specific needs of these learners can be met. Initial ideas for these interventions are included in the Springboard 7 package. The curriculum consists of 15 units to span just over two terms of study. The length is so that appropriate actions can be taken in the final term to either review, extend, or consolidate learning for the students involved. The Springboard 7 curriculum will still be subject to the scrutiny of the mathematics department mastery working group to ensure that where

appropriate students are still extended and allowed to explore the strands of mastery that every other student is given the opportunity to do. Differentiation will have to be effective as the needs of each learner will vary even if they have the same standardised score. Hopefully the baseline test will reveal these needs. Students will be assessed each half term through both a written and mental test. They will be given a checklist at the beginning of each unit of work so they can monitor their own progress throughout the course to get a sense of progression but also to help parents identify the key learning topics in each unit. A final ks2 assessment will be given (if the material is available, alternative would be retesting of baseline and comparison of scores with students who originally met that baseline) to review the progress at the end of the curriculum.

- Key Staff:
- XXX– Springboard 7 Coordinator.
  - Responsibilities
    - Monitor assessment and progress and arrange appropriate interventions, including the management of TLAs.
    - Monitor the provision of resources for the class teacher and ensure differentiation is appropriately implemented within the classroom.
    - Communicate effectively with parents to ensure support is in place at home.
- YYY –class teacher.
- ZZZ – SENCO.

Progress Findings –

- Baseline test report 5 students who had previously not met the 100 standard in the ks2 tests were found to have the skills required to access the secondary curriculum and were moved into set 2.
- Their baseline scores matched their peers who had met the 100 standard. In some cases they were found to have outperformed students who had met this standard. Teachers reported on any 'areas of concern' which have been recorded for future use of the new class teacher.

***Action to be carried forward to 2018-19: The 12 Y7s who were still NS will be supported and monitored during T1 and T2 2018-19 in order to reach target.***

## **Year 7 Literacy and Numeracy Catch-up Premium – strategy report for the academic year 2018-19**

### **Background**

The Year 7 Literacy and Numeracy Catch-up Premium is allocated to schools to support all Year 7 pupils who did not achieve the expected standard in literacy (Reading) and/or numeracy (maths) at the end of Year 6.

The expected standard is defined as a Key Stage 2 SATs scaled score of 100 in each subject area.

For the current academic year (2018-19), our indicative funding is £15,000.

We will use this funding as we did in 2017- 18, outlined below.

In 2017-18, the funding amounted to around £13,000

### **Use of the funding**

This grant has existed for six years. The Emmbrook School has used this grant in a number of ways including:

- The employment of specialists in English and Maths to support catch-up students during their lesson time;
- Use of question-level analysis in reading and/or mathematics to identify key strands where students have underachieved; this has included the purchasing of specialist software
- Purchasing of additional literacy and numeracy resources to support learners;
- Additional literacy and numeracy and activities in the summer term, such as team teaching or booster sessions.
- Additional individual or small group sessions in literacy and numeracy, involving withdrawal from other subjects

*For 2018-19, the intervention pedagogy will involve the following:*

### **Literacy**

As part of catch-up intervention, students work in smaller groups with a specialist teacher reading a variety of fiction and non-fiction texts. Students will consider the explicit and implicit meanings within texts by completing a range of activities designed to support them to develop active reading skills. They will revise and build upon key skills in reading comprehension and interpreting inferred meanings. Students will practise selecting relevant quotations to support interpretations of texts and employing inference phrases to explore inferred meanings of texts.

### **Details of the 2018-19 strategy:**

These students have been placed in sets taught by specialist English teachers. During the autumn term the several interventions are in place. An overview is as follows:

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- Students have been identified by the class teacher and this information is taken into account when arranging seating plans, planning lessons and assessing students' work with Personalised Learning Checklists.
- Specialist TLA support is provided for those students considered to be most in need.
- Resources are differentiated appropriately (to provide both support and challenge) for all students.
- Majority of assessment throughout the term will be completed using formative feedback (in accordance with the school's marking policy). Students will be given clear advice to make improvements and are encouraged to do so with the use of 'Purple Pens of Progress'.
- A formal assessment will be given (using PiXL's AQA style Key Stage 3 test pack) using the 9-1 framework.

In addition, the Scheme of Learning for this term has been specifically designed to develop the key skills required for the new GCSE curriculum and will support students in developing their reading and writing in line with the new Assessment Objectives. These skills are as follows:

- Reading for meaning (class novel and poetry texts)
- Inference and deduction
- Understanding character
- Exploring the effect of writer's methods: form, language and structure
- Understanding the impact of contextual relevance when reading a text.
- Independent reading (through reading journals)
- Developing key literacy skills for writing: punctuation, sentence structure, text organisation.

### **Details of the 2018-19 strategy:**

#### **Numeracy**

Initially, the students' are assessed; this allows for the identification of individual needs to understand gaps or reasons for their prior attainment being below expectation. This is because it may be through numeracy weakness, poor attendance, working memory, confidence, comprehension of questions, or exam anxiety. Those identified as having weaker numeracy skills then follow Springboard mathematics. It is a semi-intensive course delivered over the year, covering the four mathematic operations (addition, subtraction, multiplication and division).

- Students in this target group are reviewed regularly by the intervention teacher and the class teacher;
- The Year 7 Catch-up Premium intervention group (chaired by an Assistant Headteacher and involving the Head of Year 7, the SEN Manager and key staff from English and Maths) meets once every term to share best practise discuss students whose progress is a concern;
- Students of concern receive further targeted support, as required; • A 'Catch-up Premium report' identifies specific learning strengths and areas for development linked to reading and/or numeracy.
- Because of these well-planned and targeted interventions and continued excellent teaching and learning, we are confident that the funding has made a significant difference to the attainment of the pupils who benefit from the funding.

This year we have 45 students who are deemed to be "Not secondary ready" in year 7. This represents 35% of the cohort which is a significant figure

All students will be retested within two weeks of entry any deemed to be secondary ready at this point will still be part of the not NSR programme but will not be considered in the subsequent figures.

Each class will have TA support to allow for targeted intervention.

CGP KS2 to KS3 catch up booklets will be purchased for every student and these will be used for homework tasks.

Maths will work closely with internal support (inclusion, safeguarding and the Base to ensure that suggested and recommended strategies for each student are implements and the students are sufficiently supported, whole school.

The weakest students will be in a smaller class (at the time of writing this is 15 students) this will allow for more specialised attention for each student.

Students will be using timetable rockstars, mymaths and Mathswatch to progress their development and as an aid for differentiation.

#### **Monitoring**

The AHT (Inclusion) will report progress against these strategies to leadership and governors every term (against targets below)

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The AHT (Inclusion) will gather progress updates from faculty directors (English and Maths) every half-term

### Reporting

- The outcomes of this intervention are reported annually to the parents of the students receiving support in terms of a separate Catch-up Premium report.

### Targets

Subject	Y7 T1 % ready	Y7 T2 % ready	Y7 T3 % ready
Ma	30	60 (+ 12 2017 NS Y7)	100
En	30 (+ 5 2017 NS Y7)	60	100