



YEAR 7 LITERACY AND NUMERACY CATCH-UP PREMIUM REPORT 2017-18

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.

How do we use the funding at the Cedars Academy ?

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

- Extra small group literacy lessons taught by specialist English staff
- Extra small group numeracy lessons taught by an experienced Maths teacher
- Providing additional learning resources for pupils to support their home-learning

How were students identified for Catch-up Support ?

Pupils attainment in their Key Stage 2 assessments in English and Maths were analysed upon entry into Year 7. On the scaled score assessments pupils are expected to reach a score of 100 by the end of year 6. Not all pupils below the 100 score were targeted for support as we felt that students who came close to achieving 100 would make the expected progress through their daily English and Maths lessons at the Academy.

Therefore, the funding support was focused on pupils in year 7 who had the lowest scores in English and Maths and who would need additional support to meet the expected standard.

16 pupils were targeted in Maths and these were divided into two groups so that we could deliver small-group intervention in numeracy. 8 of these pupils were on the SEN register with 4 pupils who have an Educational health care plan. We intervened with any pupil whose scaled score in Maths was below 95 in their KS2 assessment.

15 pupils were targeted in English and these were divided into three smaller groups that focused on reading and literacy. 9 of these pupils were on the SEN register. Again we intervened with any pupil whose scaled score in Reading was below 95 in their KS2 assessment.

Year 7 Maths Interventions

The Autumn term focused on numeracy skills using a variety of activities along with consolidation exercises. By the end of the first term one pupil in the B Band results in their assessments showed that he had made sufficient progress and was working at the expected level for a year 7 so it was decided that he no longer needed the intervention as he had caught up. Their starting level was 7b and by the end of the term their progress was as follows:

Level	No. of pupils
7b	2
7b+	5
7w	6
7w+	3

In the Spring term new resources were bought – Maths frameworking Intervention Workbook. This proved to be a very good resource as the pupils liked the fact that they could write in the books and it covered other areas of maths not just numeracy. Progress was made by all pupils in terms of the topics covered. The pupils were also becoming more confident about answering questions and giving reasons to their answers in these lessons. Their end of term test gave the following results:-

Level	No. of pupils
7b	2
7b+	1
7w	10
7w+	2
7S	2

Levels of progress from the start of the year

Level	No. of pupils
0	2
1	1
2	10
3	2
4	2

In the Summer term pupils continued using the workbooks along with other resources for the first three weeks. After that pupils focused on revision for the end of year exams as the group needed a lot of consolidation of previous learning.

Year 7 English interventions

Overall out of the 15 pupils who have been targeted for Year 7 catch up literacy work 6 have already achieved the expected standard scaled score of 100 or better. We are planning to re-test the remaining pupils before the end of this term and we are confident that more pupils will reach the expected score on these assessments.

Below is a summary of the progress made across the three English intervention groups:

Intervention group with KLC

Pupils and progress

DA	Not yet achieved
CG	Fine level 100 (was 86)
JB	Not yet achieved
SS	Not yet achieved
ML	Fine level 100 (was 93)
CB	Fine level 101 (was 94)
M-K N	Fine level 104 (was 94)

DA

DA has behaviour and attendance issues. (Attendance currently 73.58% and 53 behaviour points). DA has not responded well to intervention. He is a very sporty pupil and did not want to miss out on P.E for "extra English". I have not seen him in an intervention class this half term. I have emailed his tutor/Head of Year to make them aware.

CG

He responded really well, and enjoyed the sessions. We soon figured out that his issue was that he wasn't re-reading the correct parts in the paper, and was guessing the answers. Therefore we did lots of work understanding what questions were asking and responding appropriately to instructions. He saw the biggest jump in score – from 86 to 100.

JB

JB is the one pupil who I have not really seen an improvement in. He is one of the schools speech and language pupils, and in his SEN information it discusses his limitations in “understanding language”, “using vocabulary and grammar”, and his “difficulties with his attention”. It also states how he needs “re-phrasing of key concepts and ideas before he can fully understand information and instructions”, which isn't possible in a Reading test such as the SAT. I have tried a various methods to improve his reading, writing and comprehension, however when he is left to answer a question alone, he doesn't seem capable of answering it. He will be re-tested over the next two weeks, however I anticipate not much progress.

SS

SS is a lovely girl who has worked really hard. Her reading and spelling seems to have improved over the course. Her main issue is not understanding what the question is asking and jumping to assumptions, giving the wrong information. Was have gone through techniques to try and fix this – about how to slow down, process information and answer appropriately. She will be re-tested over the next two weeks, and I anticipate there will be an improvement in her score.

ML

She responded well. In retesting we saw an improvement to 100 from 93.

CB

Worked really well in the lessons. She was very good at reading, and enjoyed all aspects of getting to read and discuss. In retesting her score improved to 101 from 94.

M-K N

M-K was good at reading, writing and comprehension. She did not seem to find any aspects hard, therefore extra work was given to her as she didn't seem to need the basics, like the others. Her original SATs score was due to her not reading the questions properly and rushing through. Once we identified this as the issue, she made lots of progress in practise tests. Her retesting result was 104, improved from 94.

Intervention group with SV

Pupils and Progress

Names	PP	SEN	KS2 Eng Reading	After some intervention – tested	
LB	•	•	91	85	Worse than his KS2 Average
TM			92	101	Better
EB			94	114	Excellent score
L-R A	•		94	96	Better than KS2 score yet for average

LB

Levi has a reading age of 13.04 and a spelling age of 7.09. Levi is extremely loud and lacks concentration. He finds it difficult to understand texts. He is able to provide evidence but he struggles with simple comprehension. Levi scored worse than his KS2 score and I feel he will need more intervention in year 8.

TM

TM has a reading age of 15.04 and a spelling age of 9.06. As the intervention progressed TM developed in confidence. Her understanding of questions developed and I was pleased when she was tested and scored a 101 in her test. This meant that she did not need any more intervention. She would score the highest from the group on every week spellings.

EB

EB has a reading age of 15.01 and a spelling age of 13.06. EB progressed really quickly and from his knowledge he was able to develop his reading responses. His writing description is very good too. I believe he only needed a boost, he achieved a high 114 average score when tested again so then he no longer needed intervention.

L-R A

L-R has a reading age of 11.01 and a low spelling age of 8.05. I feel L-R has made some progress through intervention and I hope when tested again he will gain a 100 scaled point score. His responses are developing and he is thinking more about the answer before he rushes to finish. His spellings is slowly improving too.

Intervention group with RM

Pupils and progress

KJ	Not yet achieved
E D-H	Not yet achieved
MK	Not yet achieved
MC	Not yet achieved

KJ

KJ is really focused in the sessions and we have been looking at reading papers, reading for pleasure. He is currently being given homework of reading Cirque De Freak – which he is enjoying. We are currently writing an article on Bear Grylls. When he re-did the SATs paper he went up by about 4 points but is still in the mid 90's. He seems to be making good progress and I anticipate he will do well when re-tested.

E-D H

E-DH is focused in the sessions and has completed reading papers in the timed periods. She was almost at 100 when she came into the session. However, she re-did the the SATs paper she was the only student to actually score lower. Currently persuading her to read for pleasure outside of the sessions.

MK

MK has missed a couple of sessions. He has completed 2 reading papers in class that he has been supported with closely. He seems to be making steady progress and when he was retested he scored slightly higher. Hopefully in the re-test he should achieve 100.

MC

MC leaves the sessions half way through to go to music lessons. He is often given the work to take home to complete but does not always complete it. His reading in class is good and he just needs to listen to instructions more carefully as he doesn't always remain focused in the sessions