

Y7 Literacy and Numeracy Catch-up Premium 2015-2016

What is the Year 7 Pupil Catch-up Premium?

The literacy and numeracy catch-up premium provides schools with an additional £500 for each year 7 pupil who did not achieve at least level 4 in reading and/or mathematics at the end of key stage 2. This can be used by schools to pay for programmes and strategies in literacy and numeracy to support these pupils that schools know are effective.

How many pupils does this affect in the Academy?

Below is a table showing the proportion of pupils in the current (2015-2016) Year 7 cohort who achieved less than National Curriculum Level 4 in English and Mathematics. Twenty-three Year 7 pupils achieved less than Level 4 in English at KS2 (13% of the year group) and thirty-two Year 7 pupils achieved less than Level 4 in Mathematics at KS2 (19% of the year group).

	Number KS2 Below Level 4	% KS2 Below Level 4	Cohort Number	Cohort KS2 APS
English	23 pupils	13%	172 pupils	27
Reading	23 pupils	13%	172 pupils	
Writing	26 pupils	15%	172 pupils	
Mathematics	32 pupils	19%	172 pupils	

How many pupils does this affect nationally?

Nationally, 14% of pupils achieve less than Level 4 in Mathematics at KS2 and 11% of pupils achieve less than Level 4 in English (reading) at KS2. Due to selection a higher percentage of pupils than the national average arrive at Giles having achieved less than Level 4 in Mathematics at KS2 and more pupils than the national average arrive at Giles having achieved less than Level 4 in English (reading) at KS2.

How is the Premium Allocated?

Funding for the 2015 to 2016 financial year has been allocated to schools based on the number of eligible pupils listed in autumn 2015 census returns and the 2015 key stage 2 assessments.

How much have we been allocated for the year 2015-2016?

Giles Academy received a funding allocation of £20,000 in March 2016 for Year 7 literacy and numeracy catch-up.

How do we support these pupils?

Support is based on individual need and on helping these pupils achieve Level 4 in English and/or Mathematics. Planned support includes:

- Early identification to inform interventions and group setting.
- Baseline literacy testing via NGRT for Year 7 students below expected standards at KS2 at the start of the year, and retesting in Years 8 and 9.
- The use of a specialist Literacy Assistant to further strengthen one-to-one provision for pupils with low literacy levels in Year 7.
- Paired reading scheme with staff and KS4 students.
- Reduce class sizes in English Vocational Half curriculum structure.
- English first quality teaching in English Vocational Half teaching groups.
- Students below the expected standard at the end of KS2 are screened for dyslexia and dyscalculia leading to intervention.
- The use of a specialist Numeracy Assistant to further strengthen one-to-one provision for pupils with low Numeracy levels in Year 7.

Differences to progress and attainment

Below is a table showing the percentage of these pupils who achieved level 4 or above at the end of Year 7 in English or Maths yet who did not achieve Level 4 at KS2 in English or Maths at KS2:

Teacher assessment	English	Maths
Level 4 and above	100%	92%
Level 4	95%	71%
Level 5	5%	21%

- English and Maths levels reflect internal teacher assessment indicating that pupils in this group underwent a 'learning dip' between the end of KS2 and the start of KS3, but impact of provision is evidenced by improvements on performance for students on both subjects.

Below is a table showing the Progress 8 and Attainment 8 of students in different ability groups based on average KS2 levels:

	Student Numbers	Progress 8 Score	Attainment 8 Score
English (H)	45	-0.55	53.6 (5)
English (M)	81	-0.19	44.9 (4)
English (L)	23	0.39	32.2 (3-)
Maths (H)	39	-0.56	53.62 (5)
Maths (M)	82	-0.2	45.95 (4)
Maths (L)	32	0.24	33.36 (3-)

- Pupils who did not attain Level 4 at KS2 in English and/or Maths achieved more progress in Year 7 than those who attained Level 4 or above. These students progressed more in English than in Maths but this is compounded by the apparent 'learning dip' these pupils took between the end of KS2 and the start of KS3; particularly in Maths.

NGRT testing in October and May showed that pupils who did not attain Level 4 at KS2 in English improved their reading age on average 9 months above standard expectations, progressing on average 1 year and 4 months in Year 7. Unfortunately, progress in spelling for those students did not show enough progress on average in spelling ages.

The development of Year 7 catch-up provision

In light of the relatively weaker performance of Year 7 Maths pupils in this range compared to English, we are currently reviewing our provision. However, with national changes to assessment due to come into effect we are also reviewing our assessment processes at KS3 including those for Year 7 catch-up pupils.

Further provision includes:

- Reduce class sizes in Maths Vocational Half curriculum structure.
- Maths first quality teaching in Maths Vocational Half teaching groups.
- CAT4 Retrospective KS2 indicators to inform diagnostic questions about students' performance