

Y7 Literacy and Numeracy Catch-up Premium 2016-2017

What is the Year 7 Pupil 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. 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 (2016-2017) Year 7 cohort who not met expected standard in reading or mathematics. Sixty-nine Year 7 pupils did not meet the expected standard in English (Reading) at KS2 (34.5% of the year group with KS2 grades) and seventy-one Year 7 pupils did not meet the expected standard in Mathematics at KS2 (34% of the year group with KS2 grades).

	Number KS2 Not met Expected Standard	% KS2 Not met Expected Standard	Cohort Number (with KS2 grade)	Cohort KS2 APS
English	69 pupils	34.5%	200 pupils out of 212	93.5
Mathematics	71 pupils	34%	203 out of 212	95.4

Below is a table showing the changes in cohort and proportion of pupils between 15/16 and 16/17 Year 7 cohorts who achieved less than Level 4 or expected standards in English (reading) and Mathematics.

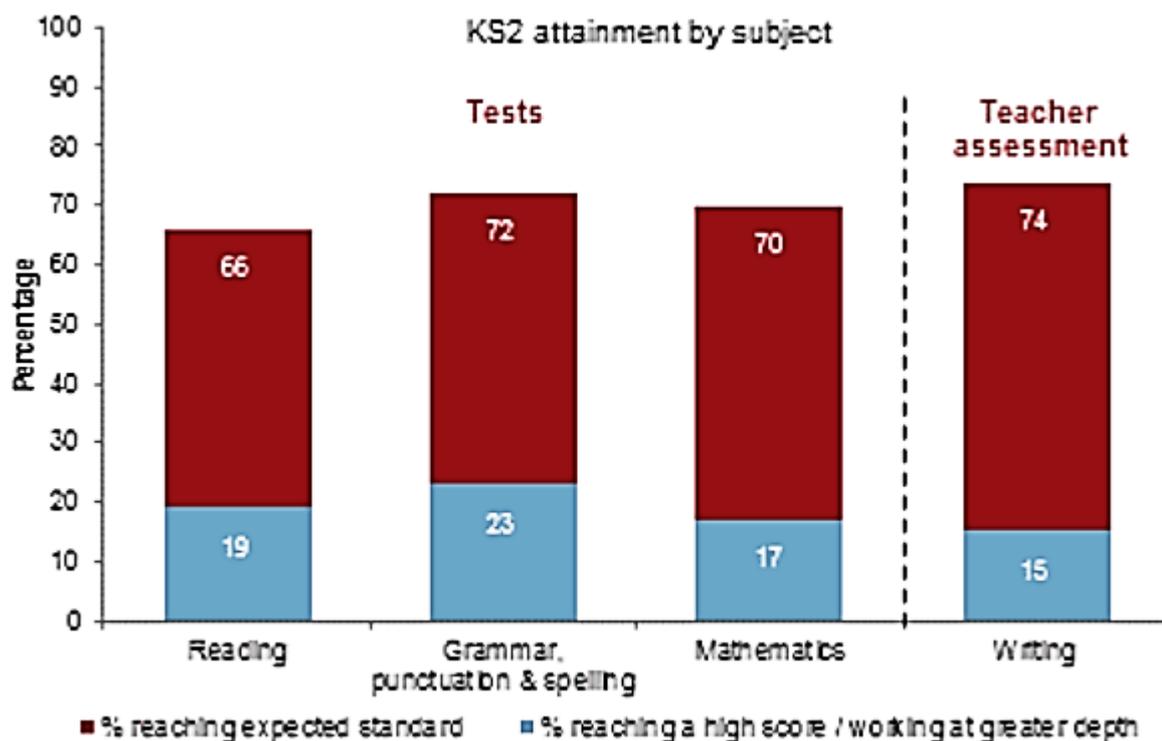
	Number KS2 Below Level 4		% KS2 Below Level 4		Cohort Number		% Change in Cohort between 15 and 16
	15/16	16/17	15/16	16/17	15/16	16/17	
English	23	69	13%	34.5%	178	212	18.54%
Mathematics	32	71	19%	34%	178	212	

New key stage 2 assessments in 2016 are responsible for the dramatic increase on the percentage of students who did not meet expected standards in reading or mathematics. Department of Education advice on comparability is that “given the differences from previous years to the curriculum and assessments, levels are not comparable with scaled scores or teacher assessment outcomes”. But increases on the % of students not “secondary ready” are going to bring challenges to raise standards in our current Y7 cohort.

How many pupils does this affect nationally?

Nationally, over half of pupils reached the expected standard in reading, writing and mathematics. 53% of pupils reached the new expected standard and 5% reached a high standard in reading, writing and mathematics. Fewer pupils reach the expected standard in reading than in other subjects.

Below is a graph published by Department of Education in September 2016 showing the national KS2 attainment for reading, writing, grammar, punctuation and spelling and maths based on test and teacher assessments.



The expected standard in the tests is a scaled score of 100 or above. Attainment at the expected standard in the tests is highest in grammar, punctuation and spelling at 72% and lowest in reading at 66%. 74% of pupils were assessed by teachers as working at the expected standard in writing, higher than in any of the test subjects. We have set the threshold for a high score in 2016 at 110. Achievement of a high score is highest in grammar, punctuation and spelling at 23% and lowest in mathematics at 17%. The percentage of pupils working at greater depth in writing is 15%.

Below is a table showing attainment in KS2 tests by subject for the last four years.

	Achieved level 4b or above in reading	Reached the expected standard in reading	Achieved level 4b or above in grammar, punctuation and spelling	Reached the expected standard in grammar, punctuation and spelling	Achieved level 4b or above in mathematics	Reached the expected standard in mathematics
2013	75%	-	65%	-	73%	-
2014	78%	-	68%	-	76%	-
2015	80%	-	73%	-	77%	-
2016	-	66%	-	72%	-	70%

Source: 2013 to 2016 KS2 assessment data

Based on national performance outlined above, the same percentage of pupils arrived at Giles Academy having not met expected standard in English (reading) at KS2 compared to the national average. However, as in previous years, a higher percentage of pupils than the national average arrived at Giles Academy having not met expected standard in Mathematics at KS2.

How is the Premium Allocated?

In 2016 to 2017 schools were allocated 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. It is important to highlight that this a new premium allocation formula compared to previous years and that this formula has reduced considerably the funding per pupil for our school; reducing the premium allocation by 57%.

	Number KS2 Not met Expected Standard	If 2015/16 Allocation Formula is applied	2016/17 Allocation Formula	Funding per pupil
Allocation 15/16	40	£20,000	-	£500
Allocation 16/17	110	£55,000	£23,708	£215

How much have we been allocated for the year 2016-2017?

Giles Academy received a funding allocation of £23,708 in March 2017 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.
- CAT4 Retrospective KS2 indicators to inform diagnostic questions about students' performance
- 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.
- 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.
- Reduce class sizes in Maths Vocational Half curriculum structure.
- Maths first quality teaching in Maths Vocational Half teaching groups.

Differences to progress and attainment

Below is a table showing the percentage of these pupils who are predicted 4 or above at the end

of KS4 in English or Maths yet who did not achieve expected standard at KS2 in English or Maths at KS2:

Teacher assessment	English	Maths
Predicted 4 or above	59.5%	43.6%

- English and Maths predicted attainment 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
High Ability	33	-0.6	54.64 (5)
Middle Ability	82	-0.49	47.04 (4+)
Low Ability	70	0.17	40.17 (4-)

- Pupils who did not reach expected standard at KS2 in English and/or Maths achieved more progress in Year 7 than those who attained expected standard or higher. 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. Compared to last year attainment was improved considerably from 32.

NGRT testing in October and May showed that pupils who did not reach expected standard 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 in the same way as last year.

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:

- Support and training on ASP Question Level Analysis
- Accelerated Reader implementation.
- Maths Ninja implementation.

- Maths Whizz implementation.

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