

Y7 Literacy and Numeracy Catch-up Premium 2018-2019

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 (2018-2019) Year 7 cohort who not met expected standard in reading or mathematics. Seventy-five Year 7 pupils did not meet the expected standard in English (Reading) at KS2 (41% of the year group with KS2 grades) and sixty-seven Year 7 pupils did not meet the expected standard in Mathematics at KS2 (37% of the year group with KS2 grades). Figures above include 5 students without KS2 data.

	Number KS2 Not met Expected Standard	% KS2 Not met Expected Standard	Cohort Number (with KS2 grade)	Cohort KS2 APS
English	75 pupils	41.5%	177 pupils out of 181	101.7
Mathematics	67 pupils	37%	177 pupils out of 181	101.2

Below is a table showing the changes in cohort and proportion of pupils between 15/19 Year 7 cohorts who achieved less than Level 4 or expected standards in English (reading) and Mathematics.

	Number KS2 not achieved expected standard				% KS2 not achieved expected standard				Cohort Number		% Change in Cohort between 15 and 18
	15/16	16/17	17/18	18/19	15/16	16/17	17/18	17/18	15/16	178	
English	23	69	65	75	13%	34.5%	33.5%	41.5%	16/17	212	-13%
Mathematics	32	71	59	67	19%	34%	30%	37%	17/18	209	
									18/19	181	

Three years after the 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” have not reduced

for the last three years and this is bringing challenges to raise standards in our current Y7 cohort as percentages are increasing and funding is reducing.

How many pupils does this affect nationally?

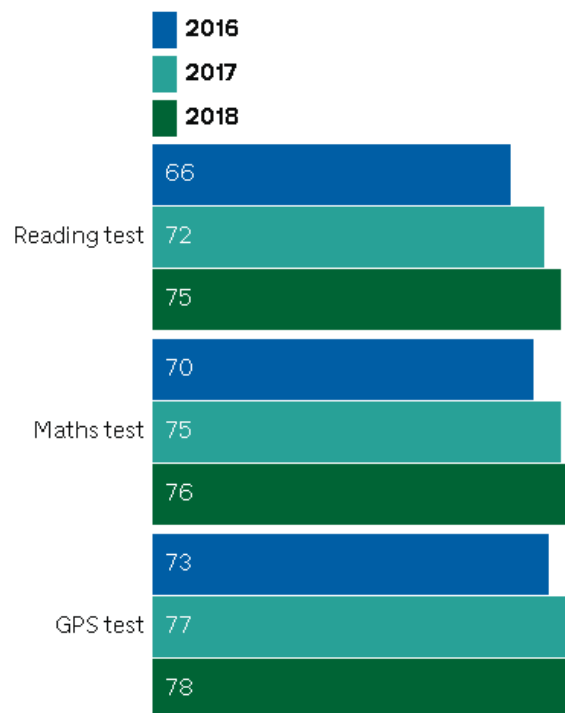
Nationally, graph published by Department of Education in September 2018 showing the national KS2 attainment for reading, writing, grammar, punctuation and spelling and maths based on test assessments. All percentage point differences are calculated using unrounded figures.

In reading, 75% of pupils reached the expected standard in 2018, up by 4 percentage points from 2017.

In maths, 76% of pupils reached the expected standard, up by 1 percentage point.

In GPS, 78% of pupils reached the expected standard, up by 1 percentage point.

To reach the expected standard in each test subject, a pupil must achieve a scaled score of 100 or more.



Attainment at the expected standard in the tests is highest in grammar, punctuation and spelling at 78% and lowest in reading at 75% as previous years. We have set the threshold for a high score in 2017 at 110.

Based on national performance outlined above, a higher percentage of pupils arrived at Giles Academy having not met expected standard in English (reading) and Mathematics at KS2

compared to the national average which directly linked to selection within the local area. Moreover, compared with previous years, a higher percentage and number of pupils arrived at Giles Academy having not met expected standard in both English and Mathematics at KS2 which might link to performance of primary school feeders.

How is the Premium Allocated?

In 2018 to 2019 schools were allocated the same overall amount of year 7 catch-up premium funding they received in 2017 to 2018, adjusted to reflect the percentage change in the size of their year 7 cohort, based on the October 2018 census. It is important to highlight that a new premium allocation formula was introduced in 15/16 compared to previous years and that this formula has reduced considerably the funding per pupil for our school; reducing the premium allocation by 48%.

	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
Allocation 17/18	90	£45,000	£23,483	£260
Allocation 18/19	82	£41,000	£20,430	£249

How much have we been allocated for the year 2017-2018?

Giles Academy is estimated to receive a funding allocation of £20,430 in March 2019 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 be secondary ready in English and/or Mathematics. Planned support includes:

- Early identification to inform interventions and group setting from LCC and ASP Question Analysis data.
- ASP Question Analysis support and training to English, Maths and SEN HODs.
- CAT4 Retrospective KS2 indicators to inform diagnostic questions about students' performance.
- Accelerated Reader, including new library booking systems and books.
- Library new layout to facilitate Accelerated Reader implementation and raise reading interest among all students.
- The use of 10% of curriculum time in English to further strengthen reading provision for pupils with low literacy levels in Year 7 through Accelerated Reader.
- Baseline literacy testing via NGRT for Year 7 students below expected standards at KS2 at the start of the year.
- Reduce class sizes in English Vocational Half curriculum structure.
- Students below the expected standard at the end of KS2 are screened for dyslexia and dyscalculia leading to intervention.
- Use of Education City with SEN provision

- Numeracy Ninja implementation.
- Maths Whizz implementation.
- 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.
- Daily 10 minutes morning reading implementation during registration time led by the pastoral team.

J Diaz