

Year 7 Literacy and Numeracy Catch-up Premium



In the academic year 2017-18 we received £12,880 to support students who arrived at the start of Year 7 and were significantly below expected levels in Literacy and Numeracy. The key objective of this funding is to support these students to reach higher standards. The following information details how the funding was spent, the support or interventions that were put in place and the impact this had.

Currently we have not received any funding for 2018-19 and have worked on the premise that we will receive a similar amount and have shown how this will be allocated.

2017-18	
Amount	Description
£3900	Staffing the Rapid Reading programme delivered to students.
£3900	Employing the Tutor Trust to deliver a 15 week Numeracy Catch up programme.
£3115	Staffing costs for the setting up, monitoring and the evaluation of the above two programmes.
£1000	Training costs incurred in order to be able to deliver the Reading matters programme.
£965	Administrative costs including running a Reading Matters information evening.
Total = £12,880	

2018-19	
Amount	Description
£3900	Staffing the Reading Matters programme delivered to students.
£3900	Employing the Tutor Trust to deliver a 15 week Numeracy Catch up programme.
£2500	Staffing costs for the setting up, monitoring and the evaluation of the above two programmes.
£1000	Towards the purchase of new books including dyslexia friendly books.
£1410	Administrative costs including the photocopying of a new whole school reading test.
£170	Used to purchase the Access Mathematics test for baseline and impact testing.
Total = £12,880	

Literacy Catch Up Rationale/Background

The use of Key Stage 2 data and the results of the NFER Reading Comprehension test undertaken by Year 7 students at the start of the academic year determined which students received literacy catch up intervention with the aim of narrowing the gap. The results of the NFER Reading Comprehension Test provided the benchmark from which impact could be measured. The test was taken again at the start of May to show impact.

After careful research, and following the recommendation of the SEN Inclusion Team at Leeds City Council, the school purchased the Rapid Reading scheme to help achieve our aim. The programme was developed in consultation with Dee Reid, a former English teacher and co-founder of the hugely successful Catch Up programme. Rapid Plus is an exciting series of finely levelled books specifically aimed at readers who require additional support. The books are aimed at students with reading ages between 6 to 10, and contain age appropriate content that has been rigorously levelled and trialled. The reading materials focus on both factual and fictional reading content. The programme is not simply aimed at improving the reading ages of students, but also helps to develop their inference, comprehension and independent reading skills. Following each book within the series students are tested on the content, with a focus on inference and comprehension before progressing onto the next level of book.

Eighteen students were chosen for the intervention which began in October 2017 and ran up until May 2018. The programme was organised in such a way that each student received two 20 minute sessions per week with a student to staff ratio of 2-1. The intervention took place during Form time to ensure that students' academic lessons were not impacted.

In certain cases, individual students identified also received additional interventions dependent on their needs to support the breaking down of barriers that historically have impacted on progress. Interventions included:

- Speech, language and communication programmes as set out by the SALT team.
- Dyslexia programme aimed at providing strategies to overcome barriers due to dyslexia in the classroom. Students were identified following a Rapid Lucid screening.
- SEMH programmes within the Green Room for students where concerns were raised and learning was being impacted.
- SEND Homework Club.
- Additional reading support from Sixth Formers.

Impact

- Sixteen out of 18 students saw an improvement in their Reading comprehension age.
- Fifteen of the students saw a greater increase in reading age than the period of time the programme ran.
- Two students who did not make progress had undergone significant challenges during the year. The school is supporting these students.

The average increase in reading age was 12 months over the 8 month programme and 3 students achieved a reading age approximately in line with their chronological age.

The Rapid Reading programme works by students reading 3 books within a level (A, B and C). Before students progress onto the next level they complete an assessment book. It may be necessary for students to undertake further activities to secure learning before progressing onto the next level. All students began the programme on the level 3A book.

The table below shows the reading comprehension start and end point for each student who received the intervention. It also shows the level of the book that they progressed to. For confidentiality the names of the students have been omitted below:

Autumn Reading Age	Rapid Reading Level	Summer Reading Age
8/3	5c	9/7
9/6	5a	9/6
8/9	5a	8/6
8/6	5b	8/9
9/0	5c	9/7
9/4	5c	10/0
9/7	4c	11/03
8/9	5c	9/7
9/1	5a	9/10
8/5	4c	9/10
7/5	5a	8/3
7/9	5b	10/6
9/7	7a	11/6
7/5	5a	8/3
8/5	5b	9/0
8/9	5b	10/0
7/2	5b	8/6
8/7	5b	9/0

Maths

In total 22 students scored below a scale of 95 at KS2 on arrival at Pudsey Grangefield School and were identified as being eligible for Numeracy catch up intervention. These are, by KS2 score, our lowest attaining 22 students. Those identified students completed small group tuition sessions with The Tutor Trust in groups of four or less for one hour per week. The tutors were given the remit of basic numeracy and planned each individual session to follow on from the last. The sessions lasted from 8th January 2018 to 26th March 2018.

To provide evidence, class teachers and students were asked for feedback on the impact of the intervention.

The class teachers commented that the vast majority of the students' confidence in their skills has improved considerably.

Overall the results of student voice indicate that students both enjoyed and benefited from the intervention: every student believed that it would be beneficial for our new Year 7 students to take part in the programme and 80% of students enjoyed the additional support.

In summary, the intervention has had a positive impact. The table below shows our findings.

	ATL 1 (Before)	ATL 2 (During)	ATL 3 (After)	Improvement During	Improvement After	Improvement Overall
Pupil 1	2	2	2	0	0	0
Pupil 2	2	2	3	0	1	1
Pupil 3	1	1	1	0	0	0
Pupil 4	2	2	3	0	1	1
Pupil 5	1	1	2	0	1	1
Pupil 6	2	2	2	0	0	0
Pupil 7	3	2	3	-1	1	0
Pupil 8	3	2	3	-1	1	0
Pupil 9	2	2	3	0	1	1
Pupil 10	2	3	3	1	0	1
Pupil 11	2	3	2	1	-1	0
Pupil 12	2	2	2	0	0	0
Pupil 13	2	2	2	0	0	0
Pupil 14	2	2	2	0	0	0
Pupil 15	3	3	3	0	0	0
Pupil 16	2	2	2	0	0	0
Pupil 17	2	2	1	0	-1	-1
Pupil 18	3	3	2	0	-1	-1
Pupil 19	2	2	2	0	0	0
Pupil 20	2	2	1	0	-1	-1
Averages		0.00	0.10	0.10		

The results show students attitude to learning scores prior to the intervention (ATL 1) during the intervention (ATL 2) and after the intervention (ATL 3). On average there was a slight increase in attitude to learning scores overall.