

## **The impact of our 2016 -2017 - Year 7 Literacy and Numeracy - Catch-Up Premium Strategy**

The literacy and numeracy catch-up premium provides schools with an additional £500 for each year 7 pupil who is below expectations in reading and/or Maths at the end of Key Stage 2, currently based on equivalent student numbers from 2015-2016.

The catch-up premium which we are receiving for the academic year 2016 – 17 is allocated in the following ways:

- The formation of two small and distinct registration groups, each with 10-12 key catch-up students, who work daily on the Successmaker programme in Literacy and Numeracy. Students are supervised by phonics trained staff who provide close supervision and individual attention. The online Successmaker programme is being embedded this year and allows teachers to track progress from week to week to identify areas of strength and weakness. Catch-up funding has paid for staff to be trained in this system.
- The creation of small reading groups focusing on the Read Write Inc. programme who spend an extra three lessons a week working with a fully trained LSA on improving their reading and mastering the basics.
- The formation of small classes who follow a bespoke timetable in both English and Maths with specialist teachers. In previous years the funding has allowed for an English teacher to be specifically trained in delivering the phonics programme and this year we are also training an LSA with these skills.

### **Year 7 Literacy and Numeracy Catch-Up Premium– Measuring Impact**

The measures used to show the impact of the catch-up premium included:

- Assessing the reading age of the students at the start, mid-point and finish of the catch-up intervention.
- Assessing the number of students arriving with KS2 attainment scores below 95 at the beginning of Year 7 in Maths who have been reported as making good progress in the termly data collections
- Assessing the number of students who arriving with KS2 attainment scores below 95 at the beginning of Year 7 in English who have been reported as making good progress in the termly data collections.



## Impact

The impact of this intervention and support has been much more evident this year following a fresh start in September with tighter monitoring of progress. The formation of smaller registration groups has significantly impacted on attitude and behaviour, allowing tutors to engage more effectively with individual students. Despite initial concerns about the length of time taken to complete the assessment stage of the Successmaker programme, now complete, students have begun to engage more fully and to make progress in both Literacy and Numeracy.

In future, steps will be taken to ensure a smoother and faster transition for the Catch-Up group including:

- Assessing reading ages before students start in September and organising the tutor groups for a September start
- Taking time at the beginning to complete the Successmaker assessment stage so it impinges less on registration time
- Creating a timetable for the Catch-Up students which includes the Reading group time as an additional lesson in place of French/DT

**English Data (TP1-TP2 Progress):** 70% of the catch-up students have made good progress between TP1 and TP2 with 20% making exceptional progress. Those students who started with the lowest outcomes according to the English baseline have made the most progress overall. Only two students have yet to show progress and there are significant obstacles for these individuals.

**Mathematics Data (TP1-TP2 Progress):** 25% of students have shown progress from TP1 to TP2 for Maths, however due to the different nature of the topics it is also worth noting that a further 35% have maintained their level this term, making a total of 60% of students who have maintained or improved their levels.