

Literacy and numeracy catch-up premium statement

The literacy and numeracy catch-up premium gives state-funded 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 (KS2). For the academic year 2016-2017, St Edmund Arrowsmith Catholic Centre for Learning received £11,000 in catch-up funding.

Maths

There were 75 Students who hadn't met the required progress for Maths on entry to Year 7.

In addition, the department has utilised the subject LSA to deliver and support other students identified as needing interventions and preparing them for KS3.

Other Strategies include:

- Identifying small groups of students to work with maths specialists and LSA
- Monitoring of their work and progress by the teacher i/c of intervention
- Assessing progress and reviewing areas of development for more focussed support.

Outcomes

At the end of year 12 out of the 75 students had progressed to being secondary ready. With 37 student being 1 sub level below their end of year target.

Moving Forward

The appointment of a new Numeracy co-ordinator has meant that there is a whole school spotlight on numeracy and raising standards of numeracy across the school.

English

There were 88 students who had not met the required progress for English (e.g. scored less than 100 for their scaled reading score) on entry to Year 7.

Strategies deployed to accelerate progress:

- **Drop Everything and Read (DEAR)**
- **School library service**
- **Book Buzz**
- **Mobile Library Provision**
- **Reorganised Accelerated Reader (AR)**
- **IDL Low Level Literacy and Phonics Intervention**
- **Digital STAR reading tests for Years 7 – 11**
- **Collapsed literacy-focused curriculum for 7K and 7T nurture groups**
- **Trial Literacy Intervention twice a week with MfL teacher for**
- **Franklin Scholars Mentorship**

This brought the following impacts for the 2016 – 2017 Academic Year:

- **Drop Everything and Read (DEAR)** – Our initial student survey of attitudes to reading in Year 7 and Year 8 conducted in September indicated that:
- Around 26% of students read for 20 minutes or more less than twice a week.
- Around 28% of students read hardly ever read for 20 minutes or more.
- Despite this, around 77% of students feel confident reading a text on their own.
- Around 44% of students hardly ever have an adult around when they are reading.
- Around 1% of students are encouraged to read by their friends the most.

- Around 8% of students are encouraged to read by a teacher who is not their English teacher the most.
- Around 25% of students think that being a strong reader only helps them progress in English.
- **School library service** – To date, over **700** books have been borrowed by students.
- **Book Buzz** – All 180 year 7 students were provided with a book of their choice from selection of titles.
- **Mobile Library Provision** – To date, over **300** students in Year 7 and Year 8 have borrowed books from the mobile library service organised and run by their peers who are modelling engaging in literature for pleasure.
- **Reorganised Accelerated Reader (AR)** – Of the first intervention groups organised to work in the new space in reduced size groups and **for a reduced time due to initial set up requirements:**
 - **39 students were selected for the scheme**
 - **5 students made above chronological overall gains**
 - **17 students were “on watch” for some aspect of their reading skill set (this overlaps with some of the on track students)**
 - **4 students “graduated” from the scheme having achieved their chronological reading age**
- **IDL Low Level Literacy and Phonics Intervention** – This is in the early stages of implementation. The first three students to complete modules indicated that spelling ages were increased significantly but that reading ages had actually decreased slightly:
 - **Student 1** - reading down **2 months**; spellings down **1 month**
 - **Student 2** - reading down **3 months**; spellings up **1 year 1 month**
 - **Student 3** - reading up **4 months**; spellings up **9 months**
 - **Student 4** – reading up **13 months**; spellings up: **7 months**.

Consequently, we rebalanced the collapsed curriculum to have even more of an emphasis on reading and comprehension skills going forward.

- **Digital STAR reading tests for years 7 – 11** – Licenses have been acquired. Initial student data has been inputted. Students will now be grouped for testing and the resulting data exported for evaluation.
- **Collapsed literacy-focused curriculum for 7K and 7T nurture groups** – Early student assessment data for reading and spelling is as above for the IDL scheme – they are monitored as they complete modules.
- **Franklin Scholars Mentorship** – Students have met weekly after a number of issues arranging time and space that would not affect students’ classwork. Year 10 students have attended booster training and received a letter of high praise from the Franklin Scholars trainer.

Funding allocation and strategy 2017-18

The funding allocation for 2017 – 2018 is £9,428. There are currently 52 students who have not met expected progress in Maths and 55 students in English. Provision for 2017-18 has been revised to ensure that all students make expected progress by the end of the year, and to provide a coordinated strategy that improves the support and provision available within and outside of the students regular lessons.

Accountability for this is owned by the English and Maths departments, overseen by the Literacy and Numeracy co-ordinators. A member of the Leadership Group has responsibility for strategic oversight of the impact of our funding spending.

All of these students have been placed in sets X4 and Y4 which are smaller groups. Across both English and Maths there is a key focus on continuing to develop from the Primary curriculum and to ensure regular assessments are robust to ensure timely interventions and support beyond the smaller group sizes.

Strategies continue to be being closely monitored by the literacy numeracy co-ordinators to ensure the students make rapid and sustained progress. After each assessment, the progress of the students are monitored and their additional support package revised as necessary. They will also be the focus of regular work scrutiny in the department's quality assurance calendar.

Strategies specifically for this sub-group include:

English Continuation of

- **Drop Everything and Read (DEAR)** – We will conduct another survey of students' attitudes to reading in year 7 and 8 conducted to gauge any progress in this area from the start of the academic year.
- **School library service** – We will create a digital library system by the end of the spring term to help monitor library use more accurately and more efficiently, helping us make orders based on text popularity with students.
- **Book Buzz** – We will continue the scheme to provide the next Year 7 intake (September 2017) with a book to read for pleasure as part of DEAR or at home and continue good reading habits from primary school.
- **Mobile Library Provision** – We will continue the mobile library provision and select two girls to assist with the cart to model engagement in literacy for both genders for the lower school.
- **Reorganised Accelerated Reader (AR)** – We will continue to closely monitor progress and tweak the scheme as appropriate to maximise impact. For example, participating students will be given a vocabulary book to fill in as they read with the use of a dictionary which will support their progress and eventual integration back into their normal curriculum upon reaching their chronological reading age. Furthermore, graduating students in future will be set a daily reading homework with their parent or carer in order to monitor progress after leaving the scheme and prevent them falling behind again.
- **IDL Low Level Literacy and Phonics Intervention** – LSAs are being utilised to support small groups of students (3-5) within the class to allow for closer monitoring, support, and positive praise. Steps are being taken to "gamify" the process to make it more engaging and bring in other areas of the curriculum. Parents / carers have been presented with the benefits of the scheme and have been asked to support additional time at home on the program as students can log in on any device. This will also be used as part of the Breakfast Booster programme for the identified Dis-advantaged students.

- **Digital STAR reading tests for years 7 – 11** – The initial digital reading age testing will take place as detailed above. Upon implementation, we will review the whole school data set and the process for further improvements.
- **Collapsed literacy-focused curriculum X4 and Y4 groups** – We will continue to monitor progress in reading and spelling from the IDL program as well as via the whole school assessment cycle to make any necessary adjustments to the collapsed curriculum to ensure good progress for all students.
- **Year 10 In-Form Readers** – We will open up the opportunity for Year 10 pupils to offer reading support during form time.

Other Strategies include

- SPAG focus starters
- Additional SPAG homework booklets
- Interventionist support linked to assessment data for small group support
- Monitoring of appropriate setting for students and ensuring they are fully supported
- Staff CPD

Maths

- Additional Key Skills booklets
- Afterschool Homework club for maths, supervised by the Interventionist and help with independent study
- Maths Interventionist offering 1 to 1 and small group support
- Citizenship time with targeted students
- Monitoring of appropriate setting for students and ensuring they are fully supported
- Staff CPD
- Form-Time Numeracy boosters

Impact evaluation

Progress of these students will form part of the progress check meetings between SLT Line Managers and Literacy, Numeracy co-ordinator, and will be a standing agenda item in regular line management meetings.