

Year 7 and 8 Literacy and Numeracy Catch-up Premium (LNCP) Overview 2018-19

Using the data available to the Academy, students who require additional interventions to 'catch up' in either/or Literacy and Numeracy are identified.

Criteria for intervention are based on KS2 data, reading age tests and CATs data:

- Students who score less than 100 on KS2 data
- Students who have a significant differential between KS2 data and CATs data
- Students who have a low score in one aspect of the CATs scores compared to the others.
- Reading ages
- Spelling ages
- DAC

The identified students access the Lexia programme. In addition, students work with Literacy Leaders (peer mentors) developing their personal reading skills. A cohort of identified students work closely with the SEND team working through the 'Read Write' programme and further interventions for Numeracy are supported through Hegarty Maths and direct interventions during Tutor time.

The aim of the 'catch up' is to close the gap and ensure students achieve their expected progress. The monitoring of all interventions is conducted via online assessments through Lexia and reading age tests to ensure measurable impact.

Funding allocated in:

- 2016/17: £7,000
- 2017/2018: £6,500
- 2018/2019: £7,611

Year 7 Literacy and Numeracy Catch-up Premium Overview 2018-19 Record of LNCP Spending by Item/Project

Item/Project	Cost	Objective(s)	Outcome
<p>LSA support and tutor time intervention programme</p> <p>Lexia programme</p>	<p>Contribution to salaries</p> <p>£1,500</p>	<p>To narrow the gap and raise ARE.</p> <p>To narrow the RA gap.</p>	<p>62% of Year 7 students and 68% of Year 8 students ended the year achieving grade 4 at GCSE using United Learning English tests</p> <p>As a result of these interventions, those pupils who were not part of the Transition Group but have a reading age below 9.5, gained an average increase in reading age of 26 months from October 2018 to June 2019. At the beginning of the year, 100% of the RM pupils were below ARE. By the end of the year only</p>

Tutor time reading materials	£2,000	<p>To secure on target attainment in Maths for all students with KS2 attainment below the expected standard by July 2019.</p> <p>To provide a bespoke support system utilising challenging reading materials and developing confidence that impacts on RA.</p>	<p>86.96 were below ARE. At the beginning of the year, 100% of RM pupils had a RA more than 6 months below CA. By July 2019, 82.1% had a RA more than 6 months below CA.</p> <p>Pupils within the intervention group, 70% of Year 7 students and 79% of Year 8 students ended the year from intervention at ARG grade 4 (within 6 months) at GCSE using United Learning Maths tests.</p> <p>The programme commenced in earnest</p>
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NGRT Report findings: Year 7 2018-2019

Context:

115 students tested on two separate occasions using NGRT Form A:

- 05/07/2018 (Year 6)
- 22/03/2019 (Year 7)

The test comprises of three components: Sentence Completion, Phonics and Passage Comprehension.

Headline figures

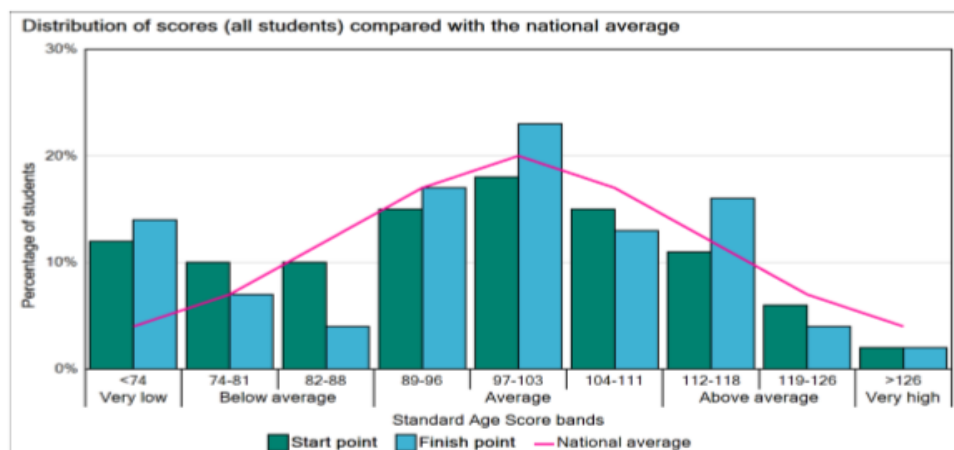
- **All students**

Overall, there has been a rise in the average SAS score with notable reading progress made by students within the average and above average score bands. However, students particularly within the very low band remain significantly above the national average with a seeming increase of students now falling into this band. However, variables such as the way in which the re-testing has conducted as well as the motivation of students upon re-testing should be taking into consideration. Focused intervention is required as an urgent for this cohort of students.

Analysis of group scores (all students)

The table and bar chart below show the distribution of scores for the group against the national average, for each point of testing.

	Stanine			1	2	3	4	5	6	7	8	9
	No. of students	Test point	Mean SAS	<74	74-81	82-88	89-96	97-103	104-111	112-118	119-126	>126
National average	-		100	4%	7%	12%	17%	20%	17%	12%	7%	4%
All students	115	Start point	96.0	12%	10%	10%	15%	18%	15%	11%	6%	2%
		Finish point	97.2	14%	7%	4%	17%	23%	13%	16%	4%	2%



Gender

Males

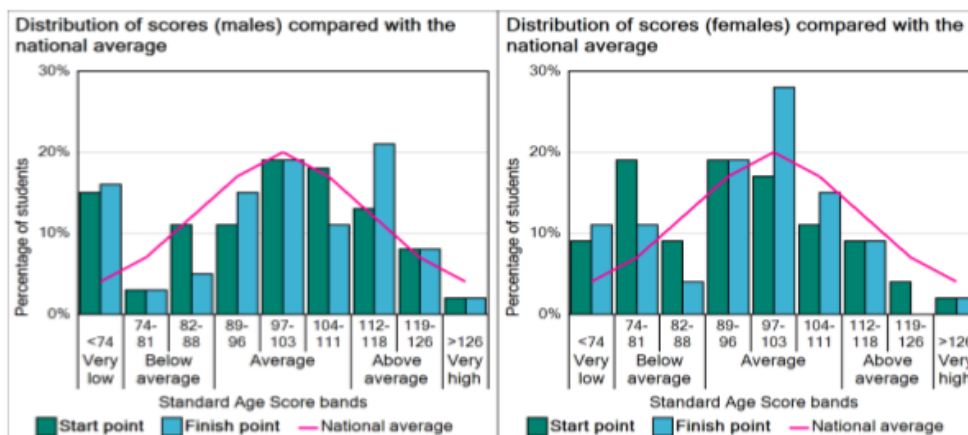
Overall, there has been an improvement in the reading progress of male students. Notable progress was evident within the average (4-6) and above average (7) bands from the start and finish point of testing. However, there appears to have been an increase of students falling within the very low banding, which currently stands at 16% thus suggesting that interventions and reading strategies currently in place need to be reviewed and enhanced to be more fully effective.

- The percentage of male students falling within the above average and very high bands have remained the same. This suggests that more stretch and challenge is needed to enable students to become more proficient.

Females

Similarly, the overall Mean SAS shows an improvement in the reading progress of female students. Upon the point of re-testing, 11% of females fell within the very low banding. Not only has this number of students increased, it also suggests, as with the male students, that interventions to date have not been entirely effective. Though the percentage is lower than that for male students, it still exceeds the national average and is a cause for concern.

	Stanine			1	2	3	4	5	6	7	8	9
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		Finish point	97.2	14%	7%	4%	17%	23%	13%	16%	4%	2%
Males	62	Start point	97.5	15%	3%	11%	11%	19%	18%	13%	8%	2%
		Finish point	98.6	16%	3%	5%	15%	19%	11%	21%	8%	2%
Females	53	Start point	94.2	9%	19%	9%	19%	17%	11%	9%	4%	2%
		Finish point	95.5	11%	11%	4%	19%	28%	15%	9%	0%	2%



- The percentage of female students falling within the above average and very high bands have remained the same. This suggests that more stretch and challenge is needed to enable students to become more proficient.

Pupil Premium

GL testing reports do not contain sub group data for readers. A comparison of sub group performance has been made by looking at the PP register on the school's information management system.

Of the 118 tested, 34 (40 %) are identified as PP with 84 defined as Non-PP.

Pupils	Much lower	Lower	Expected	Higher	Much Higher
Number of PP pupils	4	5	15	9	11
% of PP cohort	11.8%	14.7%	44.1%	26.5%	32.4%
Number of Non-PP	7	17	40	9	11
% of Non-PP	8.3%	20.2%	47.6%	10.7%	13.1%

Interestingly, PP pupils are outperforming non-PP students considerably in the higher and much higher bands. However, PP students are making less progress in the expected, lower and lower than expected bands. It would be interesting to see how prior ability banding affects the reading progress of PP students.

SEND

GL testing reports do not contain sub group data for readers. A comparison of sub group performance has made by looking at the SEND register on the school's information management system.

Of the 118 tested, 11 (40 %) appear on the SEND register with 107 defined as Non-SEND.

Pupils	Much lower	Lower	Expected	Higher	Much Higher
Number of SEND pupils	0	3	5	2	1
% of SEND cohort	0	27.3%	45.5%	18.2	9%

Non-SEND	10	16	54	15	12
% OF Non-SEND	9%	15%	51%	14%	11%

Worryingly, SEND students across the board, are underperforming in comparison with non-SEND students. The percentage of SEND students below age related expectations for reading is markedly higher than that evident in the non-SEND cohort.

Moving forward: Interventions

1. Focused class interventions by all subject teachers- relevant staff will be sent the names of students not meeting age related expectations along with copies of GL reports for each student that contain specific reading strategies. Impact to be monitored through QTLA and re-testing.
2. Focused intervention groups during am registration for students who are much lower and lower than age related expectations. Delivery through TAs and with the Lexia programme. There is also potential to utilise English staff during tutor time when year 11 leave.
3. Whole school audit of literacy provisions across all departments. Findings will feed into the WSL plans moving forward.
4. Liaise with BWH for testing of 5 SEND students not included in the original sample.

Projected summary of LNCP Spending 2019-20

Objectives in Spending LNCP:

- To ensure that all students reach ARE of Level 4 by the end of Year 8 in English and Mathematics
- to support students who did not achieve the expected standard in reading at the end of KS2 and to improve the reading ages of students in Y7
- to support students who did not achieve the expected standard in mathematics at the end of KS2
- to support all students in achieving their target grades
- to enable all students to make rapid and sustained progress in reading and mathematics

Every child in Years 7 and 8 with a RA below ARE will belong to one of the following three cohorts.

RAY Cohorts

Colour and Cohort	Criteria	Intervention
RED	Reading age below 9.5	Ruth Miskin Phonics Programme delivered by LSAs Intervention/ English teacher and Literacy Coordinator to track and monitor progress. Intervention extractions by LSAs to deliver small group interventions/Lexia Timetabled Literacy & Numeracy lesson delivered by subject specialists. Tutor time guided reading programme
Amber	Reading age above 9.5 but more than one year below chronological age.	Intervention during PSHE. Intervention/ English teacher and Literacy Coordinator to track and monitor progress. Intervention extractions by LSAs to deliver small group interventions/Lexia Timetabled Literacy & Numeracy lesson delivered by subject specialists. Tutor time guided reading programme
Yellow	Reading age less than one year below chronological age.	Intervention/ English teacher and Literacy Coordinator to track and monitor progress. Intervention extractions by LSAs to deliver small group interventions/Lexia Timetabled Literacy & Numeracy lesson delivered by subject specialists. Tutor time guided reading programme

Outcome of RAY Groups and Reading Groups

- Students identified by the RAY groups are also encouraged to attend lunchtime reading intervention, led by members of the student leadership team. Increased fluency, comprehension and, by association, a development in social and conversational skills, aim to be observed.

Year 7 Maths Catch-Up

The catch-up programme at ICA consists of three strands:

1. A timetabled Numeracy lesson delivered by a specialist across KS3
2. Additional support with-in lessons for those students not meeting KS2 ARE
3. After-school sessions to focus on key areas of need for students who are not making sufficient progress to meet a target grade that would lead to a grade 4 by the end of Year 11.

The teaching group allows more time to be spent on topics that underpin mathematical fluency and understanding. Additional support in lessons allows students to access the curriculum and keep pace with their peers. After school sessions use QLA from KS2, baseline assessments and in-year assessments to target common areas. The weekly, one-hour, sessions are run by two maths teachers and supported by older students. Independence is promoted through the use of Hegarty maths at home.