Year 7 and 8 Literacy and Numeracy Catch-up Premium (LNCP) Review 2019-20

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
- 2020/2021: Catch-up funding is part of the Government catch-up grant for this academic year – please refer to Covid Catch-up document

Year 7 Literacy and Numeracy Catch-up Premium Overview 2019-20 Record of LNCP Spending by Item/Project

Item/Project	Cost	Objective(s)	Outcome
LSA support and tutor time intervention programme	Contribution to salaries	To narrow the gap and raise ARE.	62% of Year 7 students and 68% of Year 8 students ended the year achieving grade 4 at GCSE using United Learning English tests
Lexia programme	£1,500	To narrow the RA gap.	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

			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.
		To secure on target attainment in Maths for all students with KS2 attainment below the expected standard by July 2019.	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.
Tutor time reading materials	£2,000	To provide a bespoke support system utilising challenging reading materials and developing confidence that impacts on RA.	The programme resumed in earnest post lock-down
Closing the gap: Summer lag and lockdown		All year 7 pupils given their own copy of Curtis Jobling Max Helsing novel	Help to combat the effects of lockdown and the summer slide on RA leve

NGRT Report findings: Year 7 2019-2020

Context:

111 students tested using NGRT Form A:
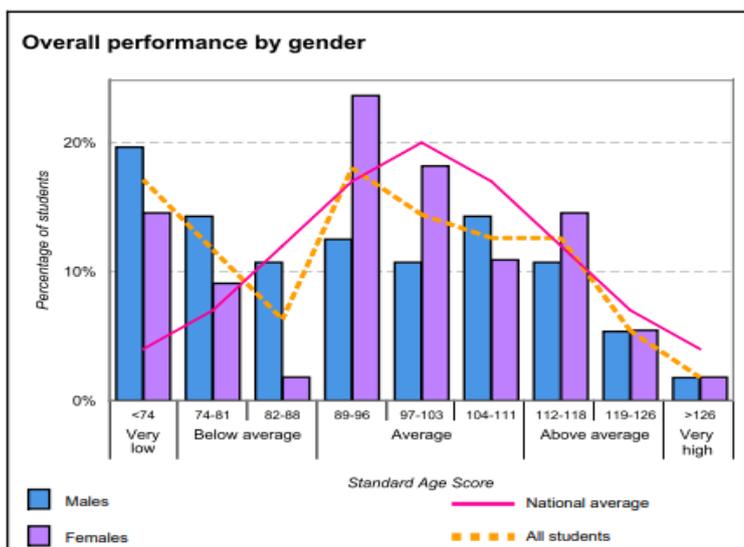
- 13/09/2019 (Year 7)

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

Headline figures

- **All students**

Overall, the SAS for students is significantly below the national average. There is also a wider range in SAS levels attained by students across the board than is evident with the national average. In terms of gender, the mean SAS score is not significantly different to that for the girls.

With regards to the average SAS for students, the summer gap along with three months of lockdown and reduced services such as libraries will undoubtably have affected reading ages. Added to this, the access to literature will have varied across household thus affecting RA levels.

A recovery plan has been put into place with fiction Books having been purchased for the whole cohort to read at home and during designated DEAR times which are scheduled for twenty minutes each week for KS3 students.

NGRT Report findings: Year 8 2019-2020

Context:

108 students tested using NGRT Form A:
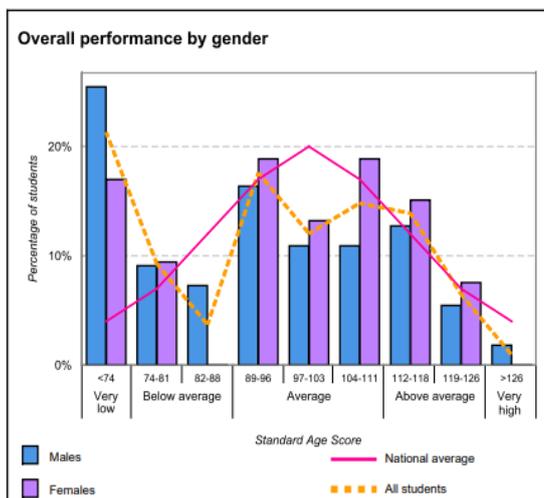
- 14/09/2019 (Year 8)

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

Headline figures

- **All students**

Overall, the SAS for students is significantly below the national average. There is also a wider range in SAS levels attained by students across the board than is evident with the national average. In terms of gender, the mean SAS score is not significantly different to that for the girls.

With regards to the average SAS for students, the summer gap along with three months of lockdown and reduced services such as libraries will undoubtably have affected reading ages. Added to this, the access to literature will have varied across household thus affecting RA levels.

Overall performance by gender

A recovery plan has been put into place with fiction Books having been purchased for the whole cohort to read at home and during designated DEAR times which are scheduled for twenty minutes each week for KS3 students.

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. Engagement with the Tutor Reading Programme will hopefully improve RA data. March testing of RA levels will hopefully show an improvement.

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 2019-2020

The catch-up programme at Irlam and Cadishead consists of three strands:

1. Additional support within maths lessons for those students not meeting KS2 ARE (an additional 30 students split >95 17 students, <95 13 students
2. Numeracy lesson is once a fortnight delivered by subject specialists. The SOL is planned around the QLA from KS2, baseline assessments and in-year assessments to target common areas.
3. Additional targeted homework set 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.

Additional support in lessons allows students to access the curriculum and keep pace with their peers by an accelerated approach along with Quality First Teaching with a strong subject specialist teacher with experience of SEN. The fortnightly 100 minutes numeracy lessons use QLA from KS2, baseline assessments and in-year assessments to target common areas. Independence is promoted through the use of Hegarty maths at home.

Context:

82 students tested using PT Maths 12:

- 13/09/2019 (Year 7)

The test comprises of 6 strands: Number, Statistics, Algebra, Geometry and Measure, Probability and Ratio , proportion and rates of change.

Headline figures

All students

The spread of Standard Age Scores for this group is not significantly different from the national average, however the mean Standard Age Score for this group is significantly below the national average and there is not a significant gap between genders.

Description	Very low	Below average		Average			Above average		Very high
SAS bands	<74	74–81	82–88	89–96	97–103	104–111	112–118	119–126	>126
National average	4%	7%	12%	17%	20%	17%	12%	7%	4%
All students	10%	13%	16%	20%	20%	12%	7%	2%	0%
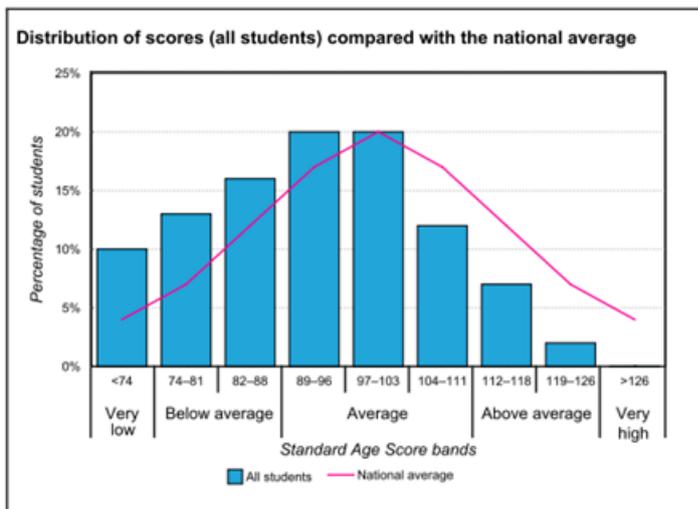
Distribution of scores (all students) compared with the national average
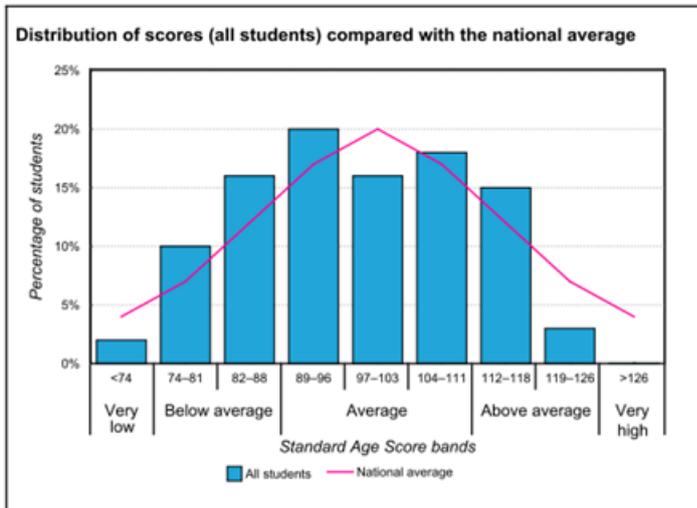
- The mean Standard Age Score for this group is significantly below the national average.

- The spread of Standard Age Scores for this group is not significantly different from the national average.

Students were re-tested at the beginning of this academic year and this shows an improvement for those LPA. This can be attributed to the targeted intervention lessons for those with a scaled score of less than 100 at KS2. Effective use of data and planning has ensured that progress has been made at the lower end. This can be directly attributable to those numeracy lessons which gave the LPA the opportunity to firm their knowledge of basic number facts.

Description	Very low	Below average		Average			Above average		Very high
SAS bands	<74	74–81	82–88	89–96	97–103	104–111	112–118	119–126	>126
National average	4%	7%	12%	17%	20%	17%	12%	7%	4%
All students	2%	10%	16%	20%	16%	18%	15%	3%	0%

Distribution of scores (all students) compared with the national average

- The mean Standard Age Score for this group is significantly below the national average.

- The spread of Standard Age Scores for this group is significantly smaller than the national average.

The form time numeracy programme is designed to continue to support the acquisition and retention of numeracy facts leading to a sustained increase in numeracy standards across all ability ranges.