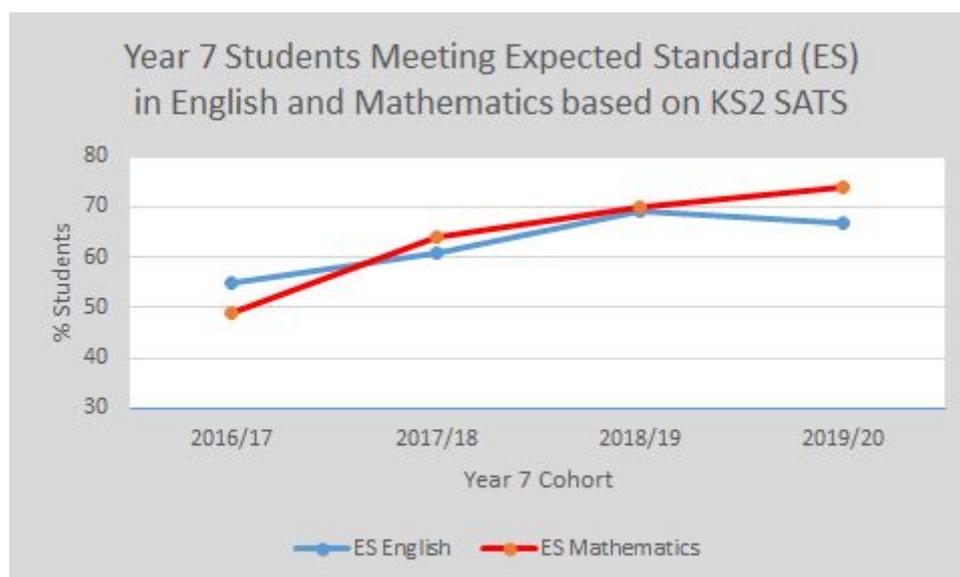


Year 7 literacy and numeracy catch-up premium report 2019.20

The DfE provides additional funds for improving the attainment of our disadvantaged pupils. This grant is known as the Year 7 literacy and numeracy catch-up premium. The funds are primarily aimed at improving Maths and English levels at KS2. An allocation is made for every pupil who has not achieved the 'expected standard' in reading or Maths at KS2 as per the October school census.

This short report summarises how the previous year's funding was spent and how we intend to spend this year's funding. Most importantly, it provides information on the outcomes of the spending and the improvements made amongst our pupils.

Previous performance of year 7 students pupils	2017 (NA)	2018 (NA)	2019 (NA)	2020 (NA)
Percentage of pupils meeting expected standard in Maths:	49% (68%)	64% (77%)	70% (78%)	74% (tbc)
Percentage of pupils meeting expected standard in English:	55% (72%)	61% (74%)	69% (77%)	67% (tbc)



Use of the Year 7 literacy and numeracy catch-up premium 2019/2020

Total amount of Year 7 literacy and numeracy catch-up premium received for 2019/2020	£21,000
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Spending of the Year 7 literacy and numeracy catch-up premium 2019/2020

Objectives:

- To support the attainment of disadvantaged pupils and aid their progression into the secondary curriculum.
- To provide appropriate support to each student who did not achieve the floor standard score of 100 in reading and/or Maths at key Stage 2.
- To support a wide range of students to improve their literacy, comprehension and inference through catch up programmes for identified students.
- To support an identified group of students to improve their numeracy skills through specific small group interventions.

Summary of spending:

- A large portion of the financial resources gained through the catch up funding is intentionally devoted to the delivery of catch up literacy skills. In turn this will significantly impact Maths progress as students will gain a better understanding of each question and develop more problem solving techniques.
- Funding has been used in the following ways:
 - To fund a highly trained and experienced HLTA to help support the students with the lowest KS2 reading scores.
 - To deliver corrective reading, comprehension and inference programmes.
 - To fund a TLR for the co-ordination of lesson time accelerated reading programme and to track and monitor progress of each individual student.
 - To part fund a highly experienced primary phase teacher to support the delivery of a timetabled nurture group within year 7, aimed at accelerating the literacy, numeracy and social skills of the students within it.
 - To fund additional Maths teachers and suitably qualified TAs to deliver a specific catch up Maths programme for those with the lowest SATs results.

Interventions:

The nurture group has a bespoke curriculum content, adapted specifically for their needs although following the whole school curriculum. The class size is smaller, has fewer teachers and always has TA support, reflecting a more primary school based approach in the early transition period at secondary school. In 2019/20, the group of 19 made academic progress in English between baseline test and AP1 in 8 out of 19 cases, with 5 students remaining the same. In Maths between baseline test and AP1 in 14 out of 19 cases, with 1 student remaining the same.

The nurture group also receive a specific SEMH (Social Emotional Mental Health) curriculum aimed at their specific needs. The SDQ (Strengths and difficulties Questionnaire)

is used as a baseline at the start of the year and again near the end of the academic year. This measures emotional health, conduct difficulties, hyperactivity and peer and social relationships. This also supports any movement suggested in and out of the nurture group, giving an indicator of the SEMH alongside their academic progress.

Outcomes of 2019/2020 spending - Literacy

Number of students in year 7 cohort	284
Number of pupils arriving in Year 7 below the expected standard:	86
Number of students in year 7 who did not sit SATS	8

How we made a difference to pupils achieving below the expected standard:

1. The timetabling of a nurture group in year 7 which is staffed with specialised teachers who are trained to support students with a range of educational needs, including low literacy and social skills.
2. Delivery of a corrective reading programme for an identified cohort of students who achieved the lowest reading scores in their SATS, MIIdyis test and their corrective reading screening test.
3. The tracking and monitoring of students through reading and spelling tests.
4. The coordination of the accelerated reading programme, which is delivered through English lessons. This included adding to the academy's selection of books to suit the readers' needs. Once books have been read this is then followed by an online test to identify progress and understanding before moving onto another book.
5. The delivery of inference training for a selected group of low literacy students (non corrective reading) to allow those students to gain a greater understanding of words and the text they are reading.
6. Literacy tutor time activities, resourced by English teachers and delivered by form tutors.
7. Access to Winston the therapy dog to help comfort vulnerable students as they try to improve their low reading levels.
8. Introduction of Lexia into the literacy schemes of work

Impact of Corrective Reading Programme

- 11 year 7 students were identified as having the lowest reading ability and entered into the corrective reading programme at B1 decoding level.
- 7 out of 11 students improved their Single Word Reading Scores at the start of year 8 when compared to the start of year 7.
- 10 out the 11 students have progressed to the next level of decoding (B2) with just one student remaining at B1 level.
- Progress had been disrupted due to COVID lockdown and therefore SWRS have not shown as much progress as anticipated and all students will remain on the corrective reading course.

Outcomes of 2019/2020 spending - Numeracy	
Number of pupils arriving in Year 7 below the expected standard:	284
Number of pupils arriving in Year 7 below the expected standard:	66
Number of students in year 7 who did not sit SATS	8
How we made a difference to pupils achieving below the expected standard:	
<ol style="list-style-type: none"> 1. The timetabling of a nurture group in year 7 which is staffed with specialised teachers who are trained to support students with a range of educational needs, including numeracy and social skills. 2. Mathswatch is used to support more independent learning in Maths and individualised work can be set. 3. Tutor time numeracy activities, including the opportunity to log onto Mathswatch and to work through identified weaker areas of their understanding. 4. A trained TA runs a Maths lunchtime club open to students in year 7 and 8 and encourages lower ability students from the nurture group to attend. Basic Maths skills are developed and reinforced through these sessions. 5. During lessons all starters are to include recap/revisiting of topics to develop long term mastery. 	

Use of the Year 7 literacy and numeracy catch-up premium 2020/2021

Total amount of Year 7 literacy and numeracy catch-up premium received for 2020/2021	£ 0
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Planned use of the Year 7 literacy and numeracy catch-up premium 2020/2021
<p>After the government's introduction of the National Funding Formula, the Department for Education has discontinued the Year 7 catch-up premium and is therefore no longer available.</p> <p>The view from the DFE is that The National Funding Formula aims to remove discrepancies in funding between local authorities and already contains a Low Prior Attainment (LPA) factor, which is allocated on a similar basis to the Year 7 catch-up premium, but provides funding for all five years that a pupil is in secondary school.</p> <p>The government has also announced £1 billion of funding to support children and young people to catch up as a result of lost learning time caused through school closure in the summer term of 2020. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.</p> <p>Details of how The Pingle Academy intends to spend the Catch Up Premium can be found on a separate document.</p>

