

Literacy and numeracy catch-up plan 2019-20

Introduction

“The literacy and numeracy catch-up premium gives state-funded schools, including special schools and alternative provision settings, 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.” (Gov.UK, 2019)

The aim of the funding is to help students catch up rapidly during year 7. This funding may also be used to provide access to catch-up support for students without Key Stage 2 Data who are baseline tested and are included in the catch-up programme if appropriate.

Additionally, the school receives extra funding for those who are disadvantaged (pupil premium funding) and those who are looked after children (LAC funding). Please refer to the Pupil Premium Grant spending plan for information on this. The school augments this with additional funding to ensure all students are supported effectively.

In the academic year 2017-18 Longdean School received £23,842 to support 71 students, 30% of the year group, who scored less than 100 in KS2 reading or Mathematics.

In the academic year 2019-20 Longdean School will receive £24,047 to support 70 students, 28.9% of the year group, who scored less than 100 in KS2 reading and/or Mathematics. There are also students every year, without Key Stage 2 data who may also require access to catch-up support.

Longdean has appointed a literacy and numeracy co-ordinator who oversees the programme and assesses the progress and outcomes of all students on the catch-up programme. In addition, students without prior data are baseline tested and will be added to the catch-up programme if felt appropriate. The school supports this with additional funding to ensure all students are supported effectively.

** Funding is based on the census from the previous year.*

Analysis of the impact of catch-up spending 2018-19

Following an analysis of impacts in 2017-18, we appointed a ‘catch-up co-ordinator’ to ensure that the programme could be given a new focus. We also moved away from appointing external tutors as the students were quite negative about the experience. We review the programme year on year and will implement changes to suit the cohort of students.

Intervention	Activity	Cost of resources	Analysis of impact
General	Appointment of a catch-up co-ordinator to oversee the programme and develop the support network for these students	TLR (£3,539)	Provided the leadership and monitoring of the catch-up programme.
Numeracy	Targeted 1 to 1 and small group catch-up breakfast sessions (8 – 8.30) with 6 th form tutors	9 tutors (reduced to 8 during the year)	DBS checks of tutors was delayed for longer than we would have liked so students were not picked up as early as I would have hoped. (Applied to literacy and numeracy support.)

		<p>£4,804</p> <p>Resources and photocopying £250</p> <p>Breakfasts £990</p>	<p>Effective targeted intervention with 100% of students who attended tutoring sessions showing improvement in their progress tests. Student feedback was 100% positive and all felt that tutoring had been beneficial. Eight students stated specifically that they had ‘grown in confidence’ and maths teachers concurred.</p> <p>Tutored group progress in year 7 Maths assessment: (Definitions of progress in appendix 2)</p> <ul style="list-style-type: none"> • Exceptional – 29.2% • Good – 35.4% • Some – 16.7% • Little – 18.8% • Average progress points – 6.7* <p><i>*Whilst improvement in progress tests were significant, more investigation is required into how this can be transferred to the main Maths curriculum.</i></p> <p>2 students did not attend breakfast interventions. They will be picked up by our intervention tutor in year 8.</p> <p><i>Actions for improvement:</i></p> <ul style="list-style-type: none"> • Investigate transfer of knowledge from ‘catch-up’ to lessons through greater communication between tutors and teachers • Investigate numeracy catch-up packages that could support in and out of lessons, using the Endowment Foundation research to support this • Reduce non-attenders through alternative timings in exceptional circumstances
Literacy	Targeted 1 to 1 and small group catch-up breakfast sessions (8 – 8.30) with 6 th form tutors	<p>9 tutors (reduced to 8 during the year) £4,804</p> <p>Resources and photocopying £250</p> <p>Breakfasts £990</p>	<p>Effective targeted intervention with 100% of students who attended tutoring sessions showing improvement in their progress tests. 100% of the students identified that they felt more confident in English and four students stated that ‘they had begun to enjoy English more.’</p> <p>Tutored group progress in year 7 English assessment: (Definitions of progress in appendix 2)</p> <ul style="list-style-type: none"> • Exceptional – 9.1% • Good – 25.0% • Some – 47.7% • Little – 18.2% • Average progress points – 4.0* <p><i>*Whilst improvement in progress tests were significant, more investigation is required into how this can be transferred to the main English curriculum.</i></p>

	<p>Accelerated Reader specific lessons in year 7 English</p> <p>Summer school with specific focus on literacy. Aim was to develop the students love of reading and engage them in their summer project</p>	<p>£4,804</p> <p>2 tutors + resources £600</p>	<p>6 students did not attend breakfast tutoring intervention sessions for a variety of reasons; these students were supported through 'Accelerated Reader' but failed to make progress at the rate of individuals within the tutored group. They will be picked up by our intervention tutor in year 8.</p> <p>All summer students completed their summer projects</p> <p><i>Actions for improvement:</i></p> <ul style="list-style-type: none"> • Investigate transfer of knowledge from 'catch-up' to lessons through greater communication between tutors and teachers • Continually review schemes of work and investigate literacy/ reading catch up interventions using the Endowment Foundation to guide • Reduce non-attenders through alternative timings in exceptional circumstances • More accurately measure the impact of summer school on literacy • Focus on one specific element of literacy through 'catch-up' – main focus for 2019-20 identified as 'the vocabulary gap.'
Nurture 'I' group	A number of our students have additional and complex needs and were not appropriate for the tutoring model above. The nurture group offered a small teaching environment, additional to the main curriculum to allow vulnerable students to flourish in a smaller environment and access support to transition into the main Key Stage 3 curriculum.	Proportion of catch up to support extra teaching group and TA support £4,800	Whilst not all the students in this group are officially 'catch-up identified,' baselines show that although they do not have KS2 data, they are below expected standards and require additional social and emotional transition support. The nurture group was reviewed through the SEND review but was deemed to be successful in integrating students. Both numeracy and literacy levels rose from baseline tests in year 7.
Total spend		£25,831	School subsidy for catch-up £1989

Catch up plan for 2019-20

Intervention	Details (How)	Who	Cost	Measure of impact
Numeracy	<p>Continuation of small group breakfast intervention. Initial 6 week block and then reassessment and tracking in lessons. [Year 13s to tutor first group through so as not to be delayed by DBS checks]</p> <p>Use of ninja numeracy twice a week in year 7 maths lessons</p>	<p>38% of tutors = 8 x tutors ERU to oversee JTA – DBS checks</p> <p>All maths staff with JDE overseeing</p>	<p>8 x DBS (£520) 0.5 x TLR 2a (£1770) 8 x tutors (£4680) £50 for prizes Breakfasts</p>	<ul style="list-style-type: none"> • Targeted group with a monitoring list on G4S <ul style="list-style-type: none"> - 7 students in red group for numeracy - 23 students in yellow group for numeracy - Red group are priority 1; yellow and new intake priority 2 • JDE to quality assure tutors and scheme of work <p>(Data in Appendix 1)</p>

	Weekly skills check homework for KS3 – gaps identified and focused on in homeworks		£828	<ul style="list-style-type: none"> 100% of catch-up students to have improved results on 'catch-up' diagnostic tests Subjective data shows positive responses to tutoring 100% of students to have improved their Maths level by the end of year 7, increased level of students achieving 'exceptional' and 'good' progress Students who remain below 'expected levels' in year 8 will get further intervention
Literacy	<p>Clear analysis and monitoring of the KS2 data, including CATS and baseline assessments in English.</p> <p>Continuation of small group breakfast intervention. Initial 6 week block and then reassessment and tracking in lessons.</p> <p>'Accelerated reader' specific English lessons – data supports English teachers to target students with appropriate books to ensure their reading develops</p> <p>Extra reading time with TAs or teachers (1 to 1) for anyone requiring 'urgent intervention' from AR testing</p>	<p>62% of tutors = 12 x tutors ERU to oversee JTA – DBS checks 24 weeks @ £7.50 ph x 2.5 hrs per wk (£450 per tutor + on-costs = £585)</p> <p>TA for AR lessons to support 1 to 1 reading</p>	<p>12 x DBS (£780) 0.5 x TLR 2a (£1770) 12 x tutors (£7020) Breakfasts £828</p> <p>£3,240</p>	<ul style="list-style-type: none"> Targeted group with a monitoring list on G4S <ul style="list-style-type: none"> 10 students in red group for literacy 47 students in yellow group for literacy (Data in Appendix 1) ERU to quality assure tutors and scheme of work 100% of catch-up students to have improved results on 'catch-up' diagnostic tests Increased levels of good and exceptional progress 100% of students to have improved their English level by the end of year 7 Students who remain below 'expected levels' in year 8 will get further intervention Greater increase in reading age than general cohort
General	Catch up literacy and catch up numeracy training courses in preparation for a new scheme of work (Claxton Trust Training)	2 x tutors for each element of literacy and numeracy	£1500	<ul style="list-style-type: none"> Increase the number of tutors so that students can receive tutoring for longer when required (costs included in above) New schemes of work introduced for catch-up in both areas
Nurture 'I' group to continue	Nurture group to be continued for new year 7s with integration into the main KS3 by Easter. Supported transition into sets	School to fund from main budget	£0	<ul style="list-style-type: none"> Students integrated in to mainstream mixed ability KS3 Maths and English lessons with limited issues
Contingency relating to data tracking	At each data cycle, the progress of catch-up students can be monitored and contingency funding used to adapt the programme as appropriate for individual impact	5% of funding	£1203	<ul style="list-style-type: none"> Input of new intake students to the catch-up cycle Students who have not made enough progress to be maintained on the programme

	Total spend	£24,189	School subsidy for catch-up £142 + nurture '1' group
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References:

Gov.UK (2019) Year 7 literacy and numeracy catch-up premium: guide for schools. Available at: <https://www.gov.uk/guidance/year-7-literacy-and-numeracy-catch-up-premium-guide-for-schools#how-to-use-the-year-7-literacy-and-numeracy-catch-up-premium>

Appendix 1:

Data of year 7 intake

Student	KS2 Reading Score	KS2 Maths Score	>100 Literacy and numeracy
1	89	95	卍卍
2	97	101	□
3	92	99	卍卍
4	97	105	
5	96	94	卍卍
6	97	109	
7	93	108	
8	98	107	
9	95	92	卍卍
10	83	88	卍卍
11	90	91	卍卍
12	101	98	
13	90	96	卍卍
14	99	103	
15	89	106	卍
16	87	97	卍卍
17	109	97	
18	97	90	卍卍
19	89	94	卍卍
20	99	109	
21	92	95	卍卍
22	94	87	卍卍
23	97	101	
24	95	105	
25	99	103	
26	97	100	
27	96	106	
28	99	104	
29	98	111	
30	98	101	
31	92	93	卍卍
32	85	97	卍卍

Student	KS2 Reading Score	KS2 Maths Score	>100 Literacy and numeracy
33	95	105	
34	103	89	Ⓜ
35	107	99	
36	104	95	
37	90	92	ⓂⓂ
38	100	98	
39	99	99	ⓂⓂ
40	95	102	
41	106	99	
42	96	105	
43	91	93	ⓂⓂ
44	102	93	
45	103	89	Ⓜ
46	95	86	ⓂⓂ
47	97	105	
48	89	89	ⓂⓂ
49	103	99	
50	95	108	
51	96	101	
52	109	97	
53	91	101	
54	100	97	
55	97	103	
56	97	116	
57	95	106	
58	102	96	
59	95	107	
60	92	98	ⓂⓂ
61	97	102	
62	95	104	
63	91	102	
64	91	103	
65	85	105	Ⓜ
66	95	101	
67	85	84	ⓂⓂ
68	80	91	ⓂⓂ

Student	KS2 Reading Score	KS2 Maths Score	>100 Literacy and numeracy
69	99	100	
70	99	107	

Appendix 2:

Definitions of progress:

Exceptional: >10 points of progress from KS2 data and positive progress tests, e.g. from 96 to 106

Good: 5 – 9 points of progress from KS2 data and positive progress tests, e.g. from 96 to 101

Some: 1 – 4 points of progress from KS2 and positive progress tests, e.g. from 96 to 100

Little – 0 or negative progress from KS2 data but positive progress test scores, e.g. no movement from 96 but positive progress tests.

None - 0 or negative progress from KS2 data and 0 or negative progress on progress tests