

The Impact of Plymstock School's 2016-2017 Year 7 Literacy and Numeracy Catch-up Premium Strategy

The literacy and numeracy catch-up premium provides schools with an additional £500 for each Year 7 student who did not achieve the expected standard in reading and/or maths at the end of Key Stage 2.

In 2016-2017 schools will receive the same overall amount of Year 7 catch-up premium funding they received in 2015-2016; the catch-up premium which we received for 2015–2016 was £18,500. The funding was allocated based on research findings including the Sutton Trust Teaching and Learning toolkit (Spring 2014).

Targeted funding:

- Students with low literacy skills on entry were given **additional literacy classes** (the 'L Shape' groups), in addition to their English classes. They received **3 hours** of literacy support a fortnight. Students with low literacy and numeracy skills were also placed into smaller English and Maths' sets so that they received more individual support and more feedback from their English and Maths' teachers. This improved the ratios of qualified teachers and Teaching Assistants in the key areas of English and Maths. ***Sutton Trust reports impact to be: one-to-one tuition +5 months, reducing class size +3 months, small group tuition +4 months and effective feedback +8 months.***
- The allocation of **additional adults** (Learning Support Assistants and other key staff such as library staff: Ms Hogben, Mrs Elliott and Mrs Sherwood) to read with students, in small groups and individually, working below the expected standard during the daily 30 minute reading sessions. New group reading texts were purchased to inspire reluctant readers. ***Sutton Trust reports impact to be: one-to-one tuition +5 months, small group tuition +4 months.***
- **The Peer Reading Mentor Programme** provided key students with reading support from older students during the daily 30 minute whole school sessions. Key students were identified to read with a suitable peer mentor. ***Sutton Trust reports impact to be: one-to-one tuition +5 months, mentoring +3 months, Reading Comprehension Strategies +5 months, peer tutoring +5 months.***
- Support with both reading and writing was also provided through the **LIT Programme**. The programme delivered literacy intervention through reciprocal teaching units. Students (in Year 7 and Year 8) worked in a small group with adult support. ***Sutton Trust reports impact to be: Reading Comprehension Strategies +5 months, small group tuition +4 months.***
- Support with reading was provided through the **'Renaissance Accelerated Reader Programme'** and the 'Year 7 Tutor Group Reading Challenge'. Students' progress and effort was rewarded through prizes and certificates on a termly basis. ***Sutton Trust reports impact to be: Reading Comprehension Strategies +5 months.***
- **The Literacy Club and Homework Club** with T. Childs and A. Bloomfield provided support for a small group of students. ***Sutton Trust reports impact to be: small group tuition +4 months.***
- **Other opportunities available to students were:** the library's 'Literacy Leaders' Club' held every Monday and Thursday after school. Key students worked, individually, with an older student (in Years 9, 10, 11, or 12), trained to deliver literacy

skills. ***Sutton Trust reports impact to be: one-to-one tuition +5 months, mentoring +3 months, peer tutoring +5 months and extending school time +2 months.***

- The provision of **parent/carer workshops** to enable and prepare parents to help to support their Year 7 child with the development of literacy and numeracy skills. Opportunities were created for parental involvement such as: the 'Year 7 Settling In Evening'. Literacy and numeracy workshop sessions provided parents/carers with advice for supporting students at home with literacy and numeracy skills. For example, parents were introduced to Accelerated Reader's Home Connect to monitor progress with their child's reading and the Times Table Rockstars' website to aid recall of the important times tables' facts. All Year 7 students have their own individual login to the site. ***Sutton Trust reports impact to be: parental involvement +3 months.***
- Funding has been used to purchase the **STAR Maths** testing and reporting system to allow students' progress to be tracked carefully and to provide diagnostic reports to aid support. Results were analysed and key Year 7 students received intervention based on this analysis. Parents were informed about how they could support at home. ***Sutton Trust reports impact to be: parental involvement +3 months.***
- In Maths, all year 7 students were given a **breakdown of their KS2 results** in order to make students aware of their areas of strengths and weaknesses. Suggestions for ways students could work on their mathematical skills outside of lesson time were provided. Staff were also provided with this information to help aid planning.
- **Additional numeracy support** classes were created for students who were working below the expected standard in Maths. Resources were purchased for the groups such as the Achieve 100 KS2 workbooks to enable students to achieve/exceed the expected standard. ***Sutton Trust reports impact to be: one-to-one tuition +5 months, reducing class size +3 months and small group tuition +4 months.***
- All students in Year 7 took weekly numeracy skills tests, using **Numeracy Ninjas**. We will be continuing with this for all Year 7 next year, as well as rolling this initiative on into Year 8. Students have been rewarded for excellent numeracy skills during assembly time.
- **Reading for pleasure opportunities** were created through 'The Plymstock Reading Festival', authors' visits, the Year 7 'Tutor Group Reading Challenge' and 'The Hogwards' (Plymstock's in-house version of the Carnegie Award).

Measuring the Impact of the Year 7 Literacy and Numeracy Catch-Up Premium

The measures used to show the impact of the catch-up premium include:

- Assessing the reading ages of the students in the autumn term (September 2016) and the summer term (June 2017).
- Assessing the number of students who are: not making Expected Progress and making Expected Progress in English and Maths by the end of Year 7.

English: 2016-2017

- The number of students that entered Year 7 with KS2 Reading 'Scaled Scores' below 100: **76**
- 80-89 = **15** students. **14** now making expected progress. **1** not working at Expected.
- 90-96 = **35** students. **34** now making expected progress. **1** not working at Expected.
- 97-99 = **26** students. **26** now making expected progress.
- The total number of students who entered Year 7 with KS2 Reading 'Scaled Scores' below 100 not working at Expected in English: **2**

Maths: 2016-2017

- The number of students that entered Year 7 with KS2 Maths' 'Scaled Scores' below 100: **62**
- 80-89 = 5 students. **3** now making expected progress, **2** not working at Expected.
- 90-96 = **27** students. **1** above expected progress, **19** now making expected progress, **6** not working at Expected (1 leaver).
- 97-99 = **30** students. **2** above expected progress, **26** now making expected progress, **2** not working at Expected.
- The total number of students who entered Year 7 with KS2 Maths' 'Scaled Sores' below 100 not working at Expected in Maths: **10**

Reading Age data 2016-2017

81 students, with low reading ages on entry, had their reading ages carefully monitored:

- 71 students' reading ages went up, many significantly e.g. by 3 years.
- 4 students' reading ages went down
- 6 students stayed the same/nearly the same.

See below for details:

Progress with Reading (Reading Ages):

Reading Ages for students below the expected standard entering Year 7 2016-2017:

Student 1

September RA 8.09 (NRSS 85) June RA 8.03 (NRSS 80) July RA 8.08 (NRSS 83)

Student 2

September RA 10.09 (NRSS 99) June RA 11.05 (NRSS 100)

Student 3

September RA 7.11 (NRSS 81) June RA 9.11 (NRSS 92)

Student 4

September RA 6.04 (NRSS 68) June RA 8.11 (NRSS 83)

Student 5

September RA 9.04 (NRSS 90) June RA 10.06 (NRSS 97)

Student 6

September RA 8.07 (NRSS 83) June RA 9.04 (NRSS 86)

Student 7

September RA 10.03 (NRSS 95) June RA 10.01 (NRSS 92) July RA 10.06 (NRSS 95)

Student 8

September RA 7.02 (NRSS 74) June RA 10.11 (NRSS 98)

Student 9

September RA 8.11 (NRSS 87) June RA 10.02 (NRSS 93)

Student 10

September RA 10.02 (NRSS 94) June RA 11.05 (NRSS 100)

Student 11

September RA 8.06 (NRSS 84) June RA 9.07 (NRSS 90)

Student 12

September RA 10.05 (NRSS 98) June RA 13.04 (NRSS 116)

Student 13

September RA 8.08 (NRSS 84) June RA 9.05 (NRSS 87)

Student 14

September RA 9.07 (NRSS 92) June RA 10.09 (NRSS 98)

Student 15

September RA 7.07 (NRSS 76) June RA 9.06 (NRSS 87)

Student 16

September RA 8.01 (NRSS 80) June RA 9.11 (NRSS 91)

Student 17

September RA 8.07 (NRSS 83) June RA 9.10 (NRSS 93)

Student 18

September RA 9.06 (NRSS 92) June RA 10.02 (NRSS 94)

Student 19

September RA 8.08 (NRSS 84) June RA 12.08 (NRSS 107)

Student 20

September RA 10.01 (NRSS 95) June RA 10.02 (NRSS 92)

Student 21

September RA 6.05 (NRSS 69) June RA 9.03 (NRSS 87)

Student 22

September RA 10.01 (NRSS 95) June RA 10.11 (NRSS 98)
Student 23

September RA 9.09 (NRSS 92) June RA 11.05 (NRSS 100)
Student 24

September RA 8.02 (NRSS 81) June RA 10.11 (NRSS 99)
Student 25

September RA 9.05 (NRSS 90) June RA 9.11 (NRSS 91)
Student 26

September RA 8.07 (NRSS 83) June RA 11.01 (NRSS 98)
Student 27

September RA 10 (NRSS 95) June RA 11.01 (NRSS 101)
Student 28

September RA 9.01 (NRSS 84) June RA 10.06 (NRSS 92)
Student 29

September RA 8.04 (NRSS 82) June RA 8.03 (NRSS 80)
Student 30

September RA 9.05 (NRSS 89) June RA 9.10 (NRSS 90)
Student 31

September RA 9.05 (NRSS 89) June RA 12 (NRSS 104)
Student 32

September RA 9.08 (NRSS 92) June RA 10 (NRSS 92)
Student 33

September RA 10.10 (NRSS 101) June RA 10.10 (NRSS 99)
Student 34

September RA 8.04 (NRSS 82) June RA 10.01 (NRSS 91)
Student 35

September RA 8.08 (NRSS 81) June RA 8.05 (NRSS 80)
Student 36

September RA 9.04 (NRSS 89) June RA 9.10 (NRSS 90)
Student 37

September RA 7.01 (NRSS 73) June RA 7.07 (NRSS 75)
Student 38

September RA 10.04 (NRSS 95) June RA 10.05 (NRSS 94)
Student 39

September RA 9 (NRSS 88) June RA 10.01 (NRSS 94)
Student 40

September RA 10.01 (NRSS 94) June RA 12.06 (NRSS 107)
Student 41

September RA 9.05 (NRSS 83) June RA 11.01 (NRSS 99)
Student 42

September RA 8 (NRSS 80) June RA 9.01 (NRSS 86)
Student 43

September RA 9.06 (NRSS 91) June RA 10.07 (NRSS 95)
Student 44

September RA 8.11 (NRSS 87) June RA 10.04 (NRSS 95)
Student 45

September RA 10.04 (NRSS 97) June RA 11.06 (NRSS 102)
Student 46

September RA 8.07 (NRSS 84) June RA 9.09 (NRSS 91)
Student 47

September RA 9.02 (NRSS 88) June RA 10.09 (NRSS 97)
Student 48

September RA 9.04 (NRSS 90) June RA 9.04 (NRSS 87)
Student 49

September RA 10.03 (NRSS 95) June RA 10.07 (NRSS 95)
Student 50

September RA 9.05 (NRSS 89) June RA 10.10 (NRSS 96)
Student 51

September RA 10.03 (NRSS 97) June RA 10.09 (NRSS 98)
Student 52

September RA 9.04 (NRSS 89) June RA 10.10 (NRSS 96)
Student 53

September RA 9.02 (NRSS 88) June RA 10 (NRSS 91)
Student 54

September RA 10.03 (NRSS 81) June RA 11.09 (NRSS 103)
Student 55

September RA 9.09 (NRSS 92) June RA 10.04 (NRSS 94)
Student 56

September RA 9.01 (NRSS 88) June RA 10.05 (NRSS 96)
Student 57

September RA 8.09 (NRSS 86) June RA 10 (NRSS 93)
Student 58

September RA 10.01 (NRSS 96) June RA 11.05 (NRSS 103)
Student 59

September RA 9.01 (NRSS 86) June RA 10.06 (NRSS 94)
Student 60

September RA 9 (NRSS 88) June RA 11.09 (NRSS 105)
Student 61

September RA 9.02 (NRSS 89) June RA 10.02 (NRSS 94)
Student 62

September RA 8.04 (NRSS 81) June RA 9.08 (NRSS 89)
Student 63

September RA 11.01 (NRSS 103) June RA 12.3 (NRSS 109)
Student 64

September RA 8.09 (NRSS 86) June RA 9.02 (NRSS 87)
Student 65

September RA 7.10 (NRSS 78) June RA 10.10 (NRSS 96)
Student 66

September RA 8.07 (NRSS 85) June RA 10.04 (NRSS 95)
Student 67

September RA 6.05 (NRSS 69) June RA 7.09 (NRSS 77)
Student 68

September RA 10.08 (NRSS 99) June RA 11.08 (NRSS 103)
Student 69

September RA 10.04 (NRSS 98) June RA 11.01 (NRSS 101)
Student 70

September RA 9.07 (NRSS 90) June RA 11.05 (NRSS 99)

Student 71

September RA 9.05 (NRSS 91) June RA 11.04 (NRSS 102)

Student 72

September RA 7.07 (NRSS 82) June RA 10.02 (NRSS 93)

Student 73

September RA 10.05 (NRSS 98) June RA 10.03 (NRSS 96)

Student 74

September RA 8.08 (NRSS 85) June RA 10.02 (NRSS 94)

Student 75

September RA 7.09 (NRSS 77) June RA 8.10 (NRSS 83)

Student 76

September RA 7.07 (NRSS 77) June RA 8.02 (NRSS 79)

Student 77

September RA 8.10 (NRSS 86) June RA 9.04 (NRSS 89)

Student 78

September RA 8.09 (NRSS 86) June RA 10.06 (NRSS 97)

Student 79

September RA 8.11 (NRSS 86) June RA 8.06 (NRSS 81) July RA 10.06 (NRSS 94)

Student 80

September RA 7.01 (NRSS 74) June RA 8.08 (NRSS 84)

Student 81

September RA 9.02 (NRSS 89) June RA 11.05 (NRSS 102)

Case Studies: A sample of Year 7 students who have made progress as a result of literacy interventions

Case Study 1: Student 4 SEN PP

September RA 6.04 (NRSS 68) June RA 8.11 (NRSS 83)

S4 has now read and quizzed on 29 books and is at 69.7% of his 85% AR target. S4 has had library group reading sessions, literacy support lessons, reading mentoring and has taken part in the LIT programme. Along with the LIT programme, S4 continued to read and his reading age score has now increased from 'urgent intervention' to the top end of 'intervention' which is a massive improvement and an incredible achievement for S4, with his reading age improving by 2 years and 7 months. S4 also did his reading test with the TA reading out the questions to him his score, with a reader, was RA 9.04 months (NRSS 86).

Case Study 2: Student 3 SEN

September RA 7.11 (NRSS 81) June RA 9.11 (NRSS 92)

Over the past year, S3 has taken part in several intervention programmes to support his progress. These included: literacy support lessons, after school homework club with a TA (his attendance was sporadic), library group reading, reading mentor and the LIT Programme. S3 has now read 16 books that he has quizzed on, and a few more that he has not. He is on target for his AR quiz score and has received his Bronze and Silver award for the Reading Challenge. S3's reading age has improved by 2 years since September and his

NRSS score is now 92. This moves S3 from 'intervention' to 'on watch'. He is continuing to read and remains focused in his LIT Programme sessions.

Case Study 3: Student 17

September RA 8.01 (NRSS 80) June RA 9.11 (NRSS 91)

S17 has read 23 books and has gained her Bronze, Silver and Gold award for the Reading Challenge. She is at 73% of her 85% AR quiz target. S17 has taken part in literacy support lessons, library group reading, reading mentoring and the LIT Programme this year. S17 has tried really hard to improve both her reading and her literacy. Her hard work and determination has meant that her reading age has improved from 8.01 months to 9.11 months, taking her from 'intervention' to 'on watch'. Her NRSS score has now improved by 11 points, taking it from 80 to 91.

Case Study 4: Student 18 PP

September RA 8.07 (NRSS 83) June RA 9.10 (NRSS 93)

S18 has read 11 books this year and gained her Bronze and Silver award for the Reading Challenge. She is at 68.2% of her 85% AR quiz target. S18 has improved her reading score this year by over a year. This takes her from 'intervention' to 'on watch' for her reading age score. She has taken part in literacy support lessons, the reading mentoring programme and the LIT programme. Reading aloud with a mentor helped S18 to understand what improvements she needed to make with her own reading. S18 also took part in the LIT Programme (from January) and this was put in place to further support her with her reading comprehension.

Case Study 5: Student 15

September RA 7.07 (NRSS 76) June RA 9.06 (NRSS 87)

S15 has worked really hard this year to improve her reading score. She started in September in 'urgent intervention' and now her reading score is within the 'on watch' category – which is a significant improvement for S15. She has had literacy support lessons, library group reading, reading mentoring with a TA and participated for two terms in the LIT Programme. S15 has now read 30 books and has gained her Bronze, Silver, Gold and Bronze Glitter award for the Reading Challenge. S15 started off the year with a very negative attitude towards reading. S15 ends the year incredibly proud of her achievements and with a much more positive mindset towards reading. S15 will still need to be supported and if she continues to work hard and maintain her reading, she should continue to progress positively in Year 8.

Case Study 6: Student 36 SEN

September RA 7.01 (NRSS 73) June RA 7.07 (NRSS 75)

S36 has now read and quizzed on 22 books and is at 77.7% of the 85% AR quiz target. S36 has received his Bronze, Silver and Gold award for the Reading Challenge. S36 has had extra literacy support lessons, library group reading, reading mentoring, taken part in the LIT Programme and has been attending the Literacy Leaders' Club, after school for one hour, every Monday. S36 also has handwriting sessions with Mrs Childs (TA), after school for one hour, every Thursday. S36 will invariably try to divert the mentor's/TA's/staff member's attention away from the task he has been given, whether it be reading, quizzing or working in his LIT programme booklet. However, S36 has still progressed, especially in the area of his handwriting and written work. However, he has not shown as much progression with his

reading and his reading age score still remains in 'urgent intervention'. S36 does have the ability, but lacks self-motivation and needs constant support to get things done. S36 will need continued support in Year 8, emotionally as well as academically, so that he can continue to develop the skills to enable him to work independently.

Case Study 7: Student 62 SEN PP

September RA 8.09 (NRSS 86) June RA 9.02 (NRSS 87)

S62 has now read over 20 books but continues to score very low on her AR quizzes. She is now at 38.8% of her 85% AR target. This is because of her eagerness to take quizzes that are often higher than her reading level or taking quizzes where she hasn't finished the book. S62 is receiving targeted intervention to support her with her book choices but also to help her reading comprehension. S62 has received her Bronze and Silver award for the Reading Challenge. S62 has had extra literacy support lessons, library group reading and has taken part in the LIT Programme. Her reading age has improved by 4 months but she is still within the 'intervention' category. Although, S62 needs continued support, she has improved in her overall confidence and attitude towards her learning and reading.

Case Study 8: Student 64 SEN

September RA 8.07 (NRSS 85) April RA 8.08 (NRSS 84) June RA 10.04 (NRSS 95)

S64 has read and quizzed on 21 books but is only at 41.7% of the 85% AR quiz target. S64 has had extra literacy support lessons, a reading mentor and has taken part in the LIT Programme, this year. S64 has also received his Bronze and Silver award for the Reading Challenge. S64's low percentage score is a reflection of the number of quizzes he has done on books that were too hard for him. S64 is very enthusiastic and eager to please. S64 joined the group reading and LIT programme to help with his reading comprehension and to give him some extra guidance and support.

Case Study 9: Student 65 SEN PP

September RA 6.05 (NRSS 69) June RA 7.09 (NRSS 77)

S65 has read and quizzed on 17 books and is at 74.1% of the 85% AR quiz target. He has also gained Bronze and Silver award for the Reading Challenge. S65 has taken part in extra literacy lessons, library group reading, reading mentoring and the LIT Programme. He had a very low reading age on entry, mainly due to non-attendance at primary school. However, S65 started the year very enthusiastically and was determined to improve. S65 took part in the LIT programme from January 2017, to further improve and develop his reading comprehension. S65 has made great progress from his starting point and he has finished the year having read 17 books – a fantastic achievement.

Case Study 10: Student 78 PP

September RA 7.01 (NRSS 74) June RA 8.08 (NRSS 84)

S78 has now read and quizzed on 35 books and is at 84.3% of the 85% AR quiz target. S78 has had extra literacy support lessons, library group reading, reading mentoring scheme and has taken part in the LIT Programme. S78 has worked really hard to improve his reading and very recently has started to really flourish. His confidence has really grown and he has finally started to choose higher level books to boost his progress and develop his reading further. S78 has now received his Bronze, Silver, Gold and Bronze Glitter Award for the Reading Challenge. S78's hard work and commitment have meant he has increased his reading age score category from 'urgent intervention' to the top end of 'intervention'. S78 is at a very important stage in his reading development where he is realising his potential and starting to become a lot more independent.

Next Steps 2017-2018:

All students who have not attained Expected Progress in English and Maths will continue to have support in Year 8 with the development of their literacy and numeracy skills through small group intervention in Maths and English and additional reading, including access to Accelerated Reader, if appropriate for the student.