

The Impact of Plymstock School's 2015 -2016 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 pupil who did not achieve at least level 4 in reading and/or maths at the end of Key Stage 2.

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 and numeracy skills on entry were given **additional literacy and numeracy classes** (the 'LN' groups), in addition to their Maths and English classes. They received 2 hours of literacy support and 1 hour of numeracy support a fortnight. These students 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 and effective feedback +8 months.***
- The allocation of **additional adults** (Learning Support Assistants and other key staff such as library staff) to read with students working below Level 4. ***Sutton Trust reports impact to be: one-to-one tuition +5 months, reducing class size +3 months.***
- The provision of **parent workshops** to enable and prepare parents to help to support their Year 7 child with literacy and numeracy skills. Opportunities were created throughout the year for parental involvement such as: the 'Year 7 Settling In Evening' literacy and numeracy workshop sessions, the 'Positively Mad' parent workshops for introducing parents to study skills and the literacy and numeracy offering advice for supporting students at home. ***Sutton Trust reports impact to be: parental involvement +3 months.***
- **Student literacy and numeracy workshops run by 'Positively Mad'** provided support with study skills, techniques to improve memory skills and other metacognitive strategies. ***Sutton Trust reports impact to be: Aspirational interventions +2 months.***
- **Diagnostic Maths' tests were purchased from GL Assessments.** The tests were undertaken by all Year 7 students the 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.***
- **'The Happy Puzzle Company'** provided a one day inspirational session consisting of numeracy workshops to motivate and enthuse Year 7 students and to promote an enjoyment of Maths. ***Sutton Trust reports impact to be: Aspirational interventions +2 months.***
- **Student Maths' Ambassadors** ran a lunchtime Maths' club for students with low numeracy skills. ***Sutton Trust reports impact to be: one-to-one tuition +5 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 Reading Mentor Programme** provided key students with reading support from Year 12, Year 10 and Year 9 students at lunch and break times. The daily 30 minute whole school sessions gave key students the opportunity to read with an adult in a small group/individually for 5 days a week every other week. New group reading texts were purchased to inspire reluctant readers. ***Sutton Trust reports impact to be: one-to-one tuition +5 months, mentoring +3 months, Reading Comprehension Strategies +5 months.***
- **A Summer School targeting students below Level 4 in English and Maths** provided literacy and numeracy lessons and offered students support with the transition from Year 6 to Year 7 along with pastoral support. This helped with integration and readiness to learn and offered students enrichment opportunities as well as mentoring and pastoral support. ***Sutton Trust reports impact to be: Summer School + 3 months.***
- **Other opportunities available to students were:** the 'Year 7 Easter School' and the library 'Literacy Leaders' Club' held every Monday and Thursday after school. ***Sutton Trust reports impact to be: one-to-one tuition +5 months mentoring +3 months.***
- Two students with very low literacy levels had **individual T.A. support** in the form of 4 weekly 30 minute sessions working on: high frequency words, phonics, vocabulary, comprehension and spelling strategies. ***Sutton Trust reports impact to be: one-to-one tuition +5 months and Reading Comprehension Strategies +5 months.***
- **Reading for pleasure opportunities** were created through 'The Plymstock Reading Festival', authors' visits such as Marcus Alexander and Dan Freedman, 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 (November) and the Spring Term (April).
- Assessing the number of students who are: not making Expected Progress, making Expected Progress in some topics/areas, making Expected Progress consistently, making better than Expected Progress in Maths by the end of Year 7.
- Assessing the number of students who are: not making Expected Progress, making Expected Progress in some topics/areas, making Expected Progress consistently, making better than Expected Progress in English by the end of Year 7.

Students working below Level 4 in English on entry: 2015-2016

		PLYMSTOCK Pathways											
		CK-	CK=	CK+	OC-	OC=	OC+	TO-	TO=	TO+	ST-	ST=	ST+
KS2 APS	3.9					1						3	
	3.8												
	3.7							1	1		3	1	
	3.6					1							
	3.5												
	3.4												
	3.3												
	3.2								1		2		
	3.1												
	3.0												
	2.9												
	2.6 to 2.8												
	2.1 to 2.5			1								1	
	<= 1.5												

Red = not making Expected Progress, Orange = Making Expected Progress, in some topics/areas, Yellow = Making Expected Progress consistently, Green = Making Better than Expected Progress

Students working below Level 4 in Maths on entry: 2015-2016

		PLYMSTOCK Pathways									
		K	K+	C	C+	O	O+	T	T+	S	S+
KS2 APS	3.7≤KS2<4.0			1	1		1	4	2	2	2
	3.4≤KS2<3.7			1			5	1	2		
	3.1≤KS2<3.4				2	1					
	2.8≤KS2<3.1				1						
	2.5≤KS2<2.8			1				1			
	2.2≤KS2<2.5										
	1.9≤KS2<2.2										
	0≤KS2<1.9										

Red = not making Expected Progress, Orange = Making Better than Expected Progress, in some areas, Yellow = Making Expected Progress consistently, Green = Making Better than Expected Progress

Year 7 2015 2016 Catch Up – Mathematics

In Mathematics the whole curriculum has been rewritten over the past two years; this is to take into account the new KS3 and GCSE curriculum for the subject. To support this all assessments used across all years in Mathematics have been rewritten. All students undertake half termly assessments and receive feedback on this, including areas of strength and weakness, and ways to improve. Feedback provided has been developed in the department this year.

All students in year 7 have undertaken diagnostic assessments, and the results from these assessments have been sent home to parents and passed to the students' class teacher to inform planning and individual support required, to help students make progress in their Mathematics. Teachers have contacted home whenever they are concerned that students are not making sufficient progress, in particular where they have been raised as a concern for meeting their target pathway in internal progress checks.

A number of students have received extra numeracy this year, through dedicated numeracy lessons in addition to their usual Mathematics' lessons.

Setting has been completed to ensure the best staff to student ratio for the students who came to Plymstock School with a KS2 result below Level 4. Both set 5 classes have at least 1 teaching assistant and sixth form Maths' Ambassadors have helped in a number of lessons. A sixth former was employed by the school to run extra sessions on a Tuesday after school with some of the lower level Year 7 students to help them with areas of weakness in the subject.

During the school year, a number of students in Year 7 (including all below Level 4) took part in a numeracy workshop run by the 'Positively Mad' company. All Year 7 students also took part in a puzzle day, run by 'The Happy Puzzle' company. A number of numeracy games have been purchased for use in the department, in particular the PLYT game.

Progress with Reading (Reading Ages): 14 of the 16 students who participated in the intensive catch-up literacy programme made progress in reading from the autumn term to the spring term.

The progress in reading ages ranged from **1 months'** progress to as much as **42 months'** progress.

Student		Year 6 KS2 Level On Entry	Reading Age Autumn 2015	Reading Age Spring: 2016	Progress with Reading Age
1.	PP Student	3A	8.05	8.02	- 3 Months
2.		3A	10.05	10.06	+1 Month
3.		3C	8.11	9.11	+12 Months
4.		3B	9.03	10.00	+7 Months
5.	PP Student	3B	9.01	9.01	No Change
6.	PP Student	3A	8.11	9.01	+2 Months
7.		3C	9.03	9.11	+8 Months
8.		2B	10.01	10.07	+6 Months
9.	PP Student	3B	8.10	9.04	+5 Months
10.	PP Student	3B	8.03	8.09	+6 Months
11.		2B	8.00	8.09	+9 Months
12.		3C	9.10	10.09	+11 Months
13.		3B	8.05	8.07	+2 Months
14.	PP Student	3A	7.09	8.11	+14 Months
15.		3B	9.05	9.10	+5 Months
16.		3B	7.06	11.00	+42 Months

Case Studies: Year 7 students who have made progress as a result of intervention

Case Study 1: Student 16

Student 16 had a reading age of 7/6 on entry. Her reading age is now 11/00. Her progress is **+42 months**. This student has had daily 30 mins with TA or with the library staff. Literacy intervention has included 4 weekly 30 minute sessions working on: high frequency words, phonics, vocabulary, comprehension, & spelling strategies with Emma Pullen. She attended the Easter Revision School and was in a smaller English set. She was also in a Literacy and Numeracy group providing her with an extra 2 hours a fortnight of literacy and one hour a fortnight of numeracy (in addition to her Maths and English classes). She attended 'Positively Mad' Literacy and Numeracy workshops. These intervention strategies have led to significant progress.

Case Study 2: Student 14

Student 14 had a reading age of 7/9 on entry. His reading age is now 8/11. He is a Pupil Premium student. His progress is **+14 months**. This student had daily reading for half an hour with a TA, in a small group of three students working on comprehension, reading and sounds. He took part in the Easter school, there was initially concern about how he would respond to being in school, however, he really enjoyed the experience and there were no social or emotional issues. He is also part of a group that works on developing students' social skills, they meet for 1 hour a week; this is coordinated by the SEND team. He was

placed in a smaller English set. He was also in a Literacy and Numeracy group providing him with an extra 2 hours a fortnight of literacy and one hour a fortnight of numeracy (in addition to his Maths and English classes). He attended 'Positively Mad' Literacy and Numeracy workshops. These intervention strategies have led to significant progress in terms of his Reading Age, but not in terms of his National Curriculum Level.

Case Study 3: Student 10

Student 10 is a Pupil Premium student. Her reading age was 8/3 on entry. Her reading age is now 8/9. Her progress is **+6 months**. She read in the library as part of a small group for 30 minutes for 5 days a week every other week, she was supported with her reading development by one of the library staff (Claire Elliott, Angela Sherwood or Ruth Hogben). Claire Elliott commented that the student 'really enjoyed the sessions and was eager to read each time they met. She read fluently, stumbling only on the occasional word, and tried to put expression in her work. She was always willing to help others in the group with any words they may be unsure of and was keen to keep the girls reading if they became side-tracked'. She attended the 'Literacy Leaders' Club' which she really enjoyed. This student chose to spend much of her time in the library. She was in a smaller English set and was also in a Literacy and Numeracy group providing her with an extra 2 hours a fortnight of literacy and one hour a fortnight of numeracy (in addition to her Maths and English classes). She attended 'Positively Mad' Literacy and Numeracy workshops. These intervention strategies have led to progress.

Case Study 4: Student 11

Student 11's reading age was 8/0 on entry. His reading age is now 8/9. His progress is **+9 months. More significantly, his English teacher has assessed him as making 9 sub levels of progress in reading moving from a 2B on entry to a 5B**. He initially participated in 30 minutes of guided reading a day with a TA, once a fortnight but he was resistant to it, so his progress with independent reading was carefully monitored and he read avidly in his own time. He constantly reached his targets in his Accelerated Reader quizzes and gained his 'bronze and silver star awards' during the autumn Year 7 'Reading Assembly'. This student attended chess club, during Tuesday lunch times, with a group of Year 8 boys in the library which was recommended by the library staff to develop his social skills. From May 2016, he received some language support from the Deputy SENCO and joined a reading group with another EAL student that read every day for 30 minutes with a TA.

Case Study 5: Student 13

Student 13 had a reading age of 8/5 on entry and now his reading age is 8/7 so he is made **+2 months progress. He was working at 3B for reading on entry and is now working at 4B having made 4 sub levels of progress**. He has read every Week A with Claire Elliott, Angela Sherwood or Ruth Hogben during the half hour reading session. The majority of reading was done with CE or AS and they have given this feedback: 'Ben genuinely enjoyed the reading group and was positive, happy and confident to read aloud, often wanting to take his turn first. On one occasion he wanted this so much, he organised the boys to a 'rock, paper, scissors' competition and luckily he won! He reads well, only struggling with a few words.' Ben has also had some additional support from Tracy Childs in the form of reading, comprehension and some maths sessions weekly afterschool with Tracy Childs.

Case Study 6: Student 1

Student 1 entered with a reading age of 8/5 and now has a reading age that is 2 months lower yet she has read every Week B with Claire Elliott, Angela Sherwood or Ruth Hogben, during the half an hour reading session. She is a Pupil Premium student and has special educational needs. CE and AS gave this feedback on the student: 'She is a fluent reader and appears to enjoy the sessions. However, she does say that she has a problem with understanding the story and often says that she is unsure what is happening. She follows along when others are reading, so it may be that she is just lacking in confidence as she does well when she takes the Accelerated Reader quiz for the book.'

She recently re-took her reading test, however, she couldn't focus and finished too quickly, therefore, her results are not a true reflection of her capabilities. RH is looking into 'how' this student takes her reading test. RH feels that her 'tests' are not a true reflection of her ability. RH has consulted with her TA and they agree that she actually reads and understands better than her test results reflect. RH sat with the student whilst she re-took her test. The student was guessing a lot of the answers without taking the time to read the question properly. RH read some questions to her out loud to see if this helped (at the very beginning) and then asked the student to read her own questions out loud. She did this and also vocalised her thought processes before she answered the question. RH said as she became more relaxed she was more able to answer the questions. RH said that the student will straight away say that 'she doesn't understand', however, this isn't always the case. She appears to have got into a pattern of negative thought about her own capabilities. When she is reading independently she reads and understands books (taking quizzes on her own) that are higher than her reading age. She has made progress with her National Curriculum moving from a **3A on entry to a 4C**. She attended the 'Literacy Leaders' Club' and she was in a smaller English set and was also in a Literacy and Numeracy group providing her with an extra 2 hours a fortnight of literacy and one hour a fortnight of numeracy (in addition to her Maths and English classes). She attended 'Positively Mad' Literacy and Numeracy workshops.

Next Steps 2016-2017:

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.