

The Impact of Plymstock School's 2017-2018 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 2017-2018 the catch-up premium which we received was £18,717. The funding was allocated based on research findings including the Education Endowment Foundation Education Toolkit.

Targeted funding:

- Students with low literacy skills on entry were given **additional literacy classes** during their MFL time, 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. **EEF 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 the 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. **EEF reports impact to be: one-to-one tuition +5 months, small group tuition +4 months.**
- The '**Catch-Up Literacy**' programme was delivered to a small number of students by Mrs Rice. This provided 1:1 support with key reading and comprehension strategies. **EEF reports impact to be: One-to-one tuition +5 reading comprehension strategies +5 months.**
- Selected students in Year 7 followed '**The Lit Programme**' in their English lessons, or as part of their daily reading time in the Library. This is an effective support package aimed at raising literacy levels. The programme is based on a style of teaching called 'Reciprocal Teaching' that uses activities to train the students to lead their own learning in small group reading sessions. A key aspect is that the teacher models their thinking, and their use of the 4 Super Skills: summarising, questioning, clarifying, and predicting aloud which demonstrates how the students should be thinking. Once students have learned the strategies, they take turns assuming roles and in leading a dialogue about what has been read. This programme supports the school's focus on Cooperative Learning and metacognition. **EEF reports impact to be: reading comprehension strategies +5 months and small group tuition +4 months.**

Year 7 Library intervention group led by Claire Elliott

- Students who took part in the LIT programme for the autumn term and 'Lightning Reads' for the spring and summer terms, then participated in group reading sessions. Students were selected based on reading data and participated in the sessions during the 30 minutes daily reading. 8 out of 12 students improved their

NRSS (Standardised Score). **EEF reports impact to be: reading comprehension strategies +5 months and small group tuition +4 months.**

- Reading Comprehension boosters using 'Lightning Reads' were held during registration by Mrs Oakley for selected students whose scores were below expected. **EEF reports impact to be: reading comprehension strategies +5 months and 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. **EEF 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 worked in a small group with adult support. **EEF 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 were rewarded through prizes and certificates on a termly basis. **EEF 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. **EEF 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. **EEF 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/carers 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. **EEF reports impact to be: parental involvement +3 months.**
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individual login to the site. **EEF 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. Intervention for key students was then given on a one-to-one basis using the 'Catch-up Numeracy' programme. **EEF reports impact to be: *one-to-one tuition +5 months.***
- In order to provide suitable targeted support to individual students funding was used to train a specialist TA to be able to run and deliver the 'Catch-Up Numeracy' programme to students needing further support in their mathematics. **EEF reports impact to be: *Catch Up Numeracy +3 months.***
<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy>
- Two teachers from the Maths' department have undertaken city-wide training on mastery learning and have shared within the department. Schemes of work and resources are starting to embed this into year 7 teaching. **EEF reports impact to be: *Mastery learning +5 months.***
<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/>
- The use of 'manipulatives' has been developed with students who require further support. In particular 'numicon' and 'cuisenaire' rods have been purchased and used with students. <https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-two-three#recommendation-2>
- 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.
- **Reading for pleasure opportunities** were created through 'The Plymstock Reading Festival', authors' visits, the Year 7 'Tutor Group Reading Challenge', the daily 30 minute reading sessions and 'The Hogwards' (Plymstock's in-house version of the Carnegie Award). A number of students will also be rewarded by a trip in December 2018 to London to visit the Warner Bros. Studio to see 'The Making of Harry Potter'.

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 (2017) and the summer term (2018).
- 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: 2017-2018

The number of students that entered Year 7 with KS2 Reading 'Scaled Scores' below 100 was **69**

- **80-89** = 9 students. 1 above expected progress. 7 now making expected progress. 1 not working at Expected.
- **90-96** = 31 students. 35 now making Expected progress. 1 not working at Expected.
- **97-99** = 29 students. 23 now making Expected progress. 6 not working at Expected.

The total number of students who entered Year 7 with KS2 Reading 'Scaled Scores' below 100 not working at Expected in English: 8

Maths: 2017-2018

The number of students that entered Year 7 with KS2 Maths' 'Scaled Scores' below 100: **48**

- **80-89** = 4 students. 4 now making Expected progress
- **90-96** = 20 students. 1 above Expected progress, 15 now making expected progress, 4 not working at Expected.
- **97-99** = 24 students. 1 above Expected progress, 22 now making Expected progress, 1 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: 5

Case Studies: A sample of Year 7 students who have made progress as a result of the Lit Programme and other literacy interventions

Case Study 1

Student A made an exceptional 44 months' progress within this academic year, her NRSS score has risen from 85 to 104, this has taken her out of the 'intervention' group. Student A was in a smaller English set but followed our mainstream curriculum. She was selected to be part of the Lit Programme intervention and the Lightning Reads' intervention where she has successfully applied herself and was determined to improve her reading. Out of the 10 Accelerated Reader quizzes student A has taken, she has passed 9; this achievement has earned her a bronze and silver star in our Reading Challenge.

Case Study 2

Student B was placed on our 'urgent intervention' list after September's Star Reading tests - his NRSS score was 82. Student B took part in our Lit Programme and our Lightning Reads' intervention groups and also participated in an additional, group reading session for a term that took place during registration time. Student B has passed 17 out of the 24 quizzes he has taken on Accelerated Reader and in his final Star Reader test his NRSS was 88; this equates to 13 months' progress. Although an improvement, Student B will continue to be in our intervention group.

Case Study 3

Throughout this academic year, Student D has been included in several intervention opportunities. He has followed the Lit Programme in his English class and he has had a reading mentor all year. In English lessons, he participated enthusiastically and was often chosen to work with students who needed a 'buddy'. Student D responded well to this responsibility and explaining tasks to other students helped his understanding and his independence. Student D responded well to the Accelerated Reader system: he took 45 quizzes and passed 33. He enjoyed challenging himself with authors like David Walliams. Overall, Student D's NRSS increased from 84 to 91 taking him out of the 'intervention' group and into the 'on watch' group.

Case Study 4 EAL

Student E has made a pleasing 20 months' progress over this academic year. She was an enthusiastic member of the Lit Programme and Lightning Reads' programme that ran in our library. Her book choices were increasingly challenging and her accuracy was impressive. Notable books were "Girl Missing" and several books from the "Cirque Du Freak" series.