

Year 7 Literacy and Numeracy Catch-Up Funding

The Literacy and Numeracy catch-up premium is additional funding provided to secondary schools to support Year 7 students who did not achieve the expected standard in reading or maths at the end of Key Stage 2 (Year 6). The 2018/19 funding was calculated on the basis that schools receive the same funding as received in 2017/18 adjusted for the percentage change in the size of the year 7 cohort between October 2017 and October 2018 school census.

All students in KS3 are formally assessed every half term. Where teachers find that students are not making expected progress, the student's assessment will be analysed to form a personalised learning checklist. This allows staff to clearly identify areas of strength and weakness in the student's performance. Based on the findings of this analysis staff will put in place a tailored intervention plan.

The reading and spelling ages of all Year 7 students are assessed at the start of the year. This allows staff to ensure all students performing under their actual age are selected for literacy interventions. A further assessment across the year group is carried out at the start of Year 8, allowing staff to monitor the effectiveness of the literacy interventions in place during Year 7.

Interventions may take the form of; tailored reading programmes, additional access to resources, pre-school, lunch or afterschool support sessions, meetings with parents/carers, 1:1 sessions.

2018/19 Academic year

For the 2018/19 academic year, The Bourne Academy received Year 7 catch up funding totalling £20,506. 23.7% (41 students) of the Academy's Year 7 cohort had not achieved the national expectation level in maths and 26.2% (44 students) in literacy at the end of Key Stage 2 (based on the Year 6 SAT results).

Targeted intervention for 2018/19 was based on the KS2 SATS results and the reading and spelling age checks carried out in September 2018 by the Academy. The key focus has been on improving students reading and spelling, in order to improve their literacy across the curriculum, which will assist students in all subjects. Personalised learning plans were created for identified students with the focus being on small group and one-to-one tuition and additional reading classes.

The Academy utilised the funding received to deliver the following interventions during 2018/19:

Reading and Literacy

- Dedicated literacy teacher and Learning Support Assistant to provide small group tuition and one-to-one support for reading, spelling, grammar and comprehension
- Tailored learning for individuals
- Additional phonics support
- Use of Lexonik Leap reading programme
- Opportunities to allow students to read for pleasure with support from older students

Progress in literacy was made as follows;

Reading: on average the students' reading age progressed 2 years and 5 months.

Spelling: on average the students' spelling age increased by 1 year and 6 months.

Maths

Due to the focus being towards improving literacy across the curriculum, maths interventions were carried out in class settings and tutor times with the aim to improve students' general arithmetic skills.

Interventions undertaken included;

- Setting according to results from KS2 SATs – lower sets having reduced numbers
- Use of 'Times Table Rockstar' and 'Numeracy Ninja' programmes
- Opportunities for students to talk about maths – emphasis on developing confidence and fluency in maths/numeracy
- Small withdrawal group to work with Learning Support Assistant &/or intervention teacher
- Learning Support Assistant &/or intervention teacher to work in the classroom with under-achieving or focus students

Students' progress was monitored by measurement against a variety of Key Performance Indicators throughout the year, measuring their performance against age related expectations.

2019/20

For the 2019/20 academic year 25.4% (44 students) of the Academy's Year 7 cohort did not achieve the national expectation in Maths at the end of Key Stage 2. 34.1% of the cohort (59 students) did not achieve the national expectation in reading and 26.6% (46 students) in grammar. Overall a total of 30.4% of the cohort (39 students) did not achieve the national expectation in Literacy when combining the reading and grammar SAT results). The Academy expects to receive a similar level of funding as in 2018/19.

Targeted intervention for 2019/20 will continue to be based on the KS2 SATS results and reading/spelling age assessments carried out by the Academy in September and October 2019. The Academy will continue to focus on improving students' literacy across the curriculum, through improving reading levels for these students.

Maths interventions will focus on improving the students' basic mathematical knowledge through the use of 'Eedi' diagnostic testing through the Maths Mastery programme.