

Literacy Catch Up Premium Spend and Impact 2018-19

Literacy

Of the cohort of 44 pupils who were awarded catch-up funding, 9 scored a standardised reading score of below 90 at the end of KS2. During year 7, all CUP pupils were given targeted support linked to individualised specific need. The vast majority of pupils who received catch-up funding have been taught in year 7 nurture groups for English with other pupils from mainstream English.

A proportion also worked in tutor groups for additional morning intervention.

Intervention

This year's English curriculum was organised to allow for smaller nurture-style groups in year 7. Pupils in these groups were taught following the Rapid Reader Intervention programme. Through this scheme, pupils were given books to read during guided 121 sessions which matched their reading ability. Therefore, these were accessible and allowed them the confidence to build as a reader and improve their fluency and comprehension.

In English lessons, class reader texts were used to engage and enthuse pupils and to extend their inferential skills and vocabulary development. An LSA was also assigned to the nurture tutor group and to the nurture English group to enable more focused small-group work within the class.

In addition, a number of these pupils also received additional intervention support from LSAs during tutor time withdrawal sessions.

Catch-up premium pupils were given the opportunity to work with a visiting author in the autumn term.

The whole CUP cohort were given a reading age test in the Autumn term of 2019. This determined the subsequent extent of the intervention they received.

25 CUP with the lowest reading scores at the AUT 1 test were matched with year 10 students to begin focused peer reading. Each pupil met with their partner for a minimum of x2 sessions per week.

37 CUP pupils were placed in an English nurture group for English. They were been divided into two small groups with a small number of mainstream pupils and they followed the English curriculum. The small group size will enable more targeted intervention and accelerated progress.

Surname	Forename	FFT Eng Lang	FFT Estimates	FFT Eng Lit	Form Teacher	KS2 Scaled	Attendance	Baseline	Literacy	Teacher	Autumn term	Spring Term	Book Level	Book Title	LSA & Day	Spelling age	SEN Status	Looked After	EAL	Disadvantaged	Prior
		2018	2018	Estimates 2018		Score Reading	Figure	Reading Test												2018/19	Attainment
1	4	4	RMN	98				Literacy	7JD	10.11						9	N		N		LPA
2	4	5	AB	98				Literacy	7FD	10.7						8.4	N		N		MPA
3	4	5	SH	99	91	2b		Literacy		7.6	10.7	Stage 5 Set	Joker	DJ Weds		N		N			LPA
4	5	6	RMN	98	98	3a		Literacy	7JD	9.11	12.3	Stage 9	The How ling	DJ Thurs		16	N		N		MPA
5	4	4	ASH	99				Literacy		11.8						N		N			LPA
6	5	6	AB	98	95	3a		Literacy	7FD	8.2	12.9	Stage 6 Set	The Hacker	VT - Tues		10	N			Y	MPA
7	4	5	JT	96	96	2a		Literacy	7FD	8.10.	11.8	Stage 7	Star for a Da	WS Thurs		9.8	K		N		LPA
8	4	5	AB	95				Literacy	7FD	12.9						13.8	N		N	Y	LPA
9	4	5	AB	88	95	2a		Literacy	7FD	6.7	6.5	Stage 3 Set	Threat	TS - Thurs		7.4	K		Y		LPA
10	4	5	HMR	98	99	2a		Literacy	7FD	9.3		Stage 8	The Girl in the Lake			N		N			LPA
11	4	4	SH	88	99	2a		Literacy	7FD	5.6	7	Stage 3 Set	Threat	TS - Tues		9.8	E		N	Y	LPA
12	3	4	KP	95	98	3b		Literacy	7JD	6.2	11.8	Stage 3 Set	Threat	TS - Tues		8.8	K			Y	LPA
13	4	4	AB	93	98	3a		Literacy	7FD	7.10.	6.5	Stage 5 Set	Revenge	WS Tues		9.8	N		N		LPA
14	5	5	AB	98				Literacy		10.3						N					LPA
15	6	6	AA	98				Literacy	7JD	10.11						14	N		N		MPA
16	3	4		86	95	3b		Literacy	7JD	6.7	7.2	Stage 3 Set	Threat	TS - Thurs		13.8	K				LPA
17	6	6	RMN	98				Literacy		x						14	N		N		MPA
18	5	5	JT	93	97	4c		Literacy	7FD	9.7	12.9	Stage 9	The How ling	DJ Thurs		14	N				LPA
19	3	3		N	92.1	1b		Literacy	7JD	8.2	7.2	Stage 6 Set	The Hacker	VT - Tues		6.8	K		N		LPA
20	4	4	DP	88	95	3b		Literacy	7JD	8.6	7.1	Stage 7	Star for a Da	WS Thurs		7.4	N		N	Y	LPA
21	4	5	RMN	92	86	3a		Literacy		9.11	9.11	Stage 9	The How ling	DJ Thurs		9.8	N		N		LPA
22	4	4	HMR	96	94	3b		Literacy	7FD	8.2	10.3	Stage 6 Set	The Hacker	VT - Tues		9.4	N		N	Y	LPA
23	5	5	ASH	93	89	2b		Literacy	7FD	8.10.	10.11	Stage 7	Star for a Da	WS Thurs		9	K		N	Y	LPA
24	5	6	RMN	96				Literacy	7JD	10.11						8	N				MPA
25	4	5	AB	97				Literacy	7JD	10.7						9.1	N				MPA
26	4	4	ASH	80	97	2a		Literacy	7FD	6.5	7.6	Stage 3 Set	Threat	TS - Weds		8.8	K		N		LPA
27	5	5	JT	96	90			Literacy	7FD	9.11	7.1	Stage 9	The How ling	DJ Thurs		9	K		N	Y	MPA
28	6	6	KP	99				Literacy	7JD	11.4						16	N		N		MPA
29	4	4	ASH	93	97	2a		Literacy	7FD	7.10.	9.3	Stage 5 Set	Revenge	WS Tues		8.8	K				LPA
30	5	5	JT	98				Literacy		15						N			Y		MPA
31	4	5	HMR	89	97	2b		Literacy	7FD	6.7	7.1	Stage 3 Set	Threat	TS - Tues		10	N		N		LPA
32	4	4	JT	93	97	2b		Literacy	7FD	8.10.	8.6	Stage 7	Star for a Da	WS Thurs		11.4	K				LPA
33	4	5	AB	95				Literacy		12.9						N			N		LPA
34	4	5	AA	97	96	2b		Literacy	7JD	6.2	9.3	Stage 3 Set	Threat	TS - Weds		7.4	N		N		MPA
35	4	4	HMR	90	97	2a		Literacy	7FD	8.2	11.4	Stage 6 Set	The Hacker	VT - Tues		10.4	K		Y		LPA
36	3	4	RMN	82	81			Literacy	7JD	below 5.6	below 5.1	Stage 3 Set	Threat	TS - Weds		6.8	K		N	Y	LPA
37	3	4	AA	94	98	1b		Literacy	7JD	6.7	7.1	Stage 3 Set	Threat	TS - Weds		6.8	K			Y	LPA
38	5	5	SH	97	82	2a		Literacy	7FD	8.2	9.7	Stage 6 Set	The Hacker	VT - Weds		10.4	N		N	Y	MPA
39	3	4	SH	83	95	3b		Literacy	7JD	7.2	7.6	Stage 4 Set	Dare	DJ Tues		7.4	K		N	Y	LPA
40	3	4	AA	90	99	2a		Literacy	7JD	8.2	7.1	Stage 6 Set	The Hacker	VT - Weds		10.4	K		N	Y	LPA
41	4	5	JT	99	98	1b		Literacy		8.10.	10.7	Stage 7	Star for a Da	WS Thurs		N			N		MPA
42	3	4		80	94	2b		Literacy	7JD	6.7	8.2	Stage 3 Set	Threat	TS - Thurs		9.8	E		N	Y	LPA
43	4	5	SH	94	92	2b		Literacy	7JD	7.2	9.11	Stage 4 Set	Dare	DJ Tues		8	K		N		LPA
44	5	6	ASH	98	98	3a		Literacy	7FD	8.1	13.3	Stage 6 Set	The Hacker	VT - Weds		N			N		MPA

Impact

Data Analysis

- 44 CUP students (19 girls and 25 boys)
- 27.3% reading age over 10 years
- 32 students (72.7%) achieved a reading age of below 10 in first reading test (Autumn 1) (13 girls (29.5%) and 19 boys 43.2%)
- 7 boys failed to make progress in second reading test. Retested again at the end of the summer term after extra intervention: 2 made progress from first reading test, 1 non attender therefore couldn't be retested, 4 lowered their reading ages quite significantly:
- Student I (93ss): 7.10, 6.5 and 6.10. 98% attendance - lack of effort/commitment (LPA)
Student L: 8.2, 7.1 and 6.10 92.1% attendance - nurture group for English (LPA)
Student U (93ss): 8.10, 8.6 and 6.1 97% attendance (LPA)
Student AA (90ss) : 8.2, 7.1, 6.10 99% attendance - disadvantaged (LPA)

7 students (21.9%) made more than 3 years progress between start and finish date
11 students (34.4%) improved reading age by 2 years between start and finish date

14 disadvantaged students overall. 13 initially had a reading age of below 10.
11 improved their reading age overall.

25/32 LPA
7/32 MPA

Summary

The use of the Rapid Reader Programme has had a clear impact upon pupil progress. The books offered appropriate levels of support for the pupils with age-appropriate material, pitched to engagement their interest. This resulted in improved reading scores at each assessment point.

Of those who have not made sufficient progress, attendance had been an issue. One recommendation for next year would be to improve parental engagement and information about the CUP intervention plans to encourage buy-in and support.

Review to inform next cohort for 2019-20

We have a cohort of x60 CUP pupils for 2019-20.

For the academic year 2019-20, all year 7 pupils, including the CUP cohort, will be taught their English lessons in mixed ability groups. CPD will be provided for English staff to ensure that all pupils make maximum progress.

This academic year, there will also be greater focus on parental engagement with the following to be implemented:

- initial letter outlining CUP focus and support offered

- parental information evening (or during year 7 parents evening) to offer further information and guidance on how to support further

During the academic year 2019-20, there will be more rigor in terms of liaison between intervention strategies/ personnel and English teachers to ensure that the plans put in place are revised and amended at key points in the year e.g. following tracking etc

Literacy Catch-Up Premium Plan 2019/20

Action	Who	Monitoring	Timescale	Cost	Intended Impact
English Mixed ability teaching: CUP pupils working with mixed ability students in English lessons	RK/SH/HP/NG	EP?	Whole academic year	No cost	Pupils to make accelerated progress in order to make expected progress during year 7 enabling them to access the wider English curriculum
LSA support during tutor time: <ul style="list-style-type: none"> ➤ The CUP cohort are divided into smaller groups X5 LSA working with 1/2 key pupils for reading focus	Literacy LSAs	EP?		£5000	Targeted English work specifically to enable pupils to access the wider English curriculum. 1-2-1 and small group work allows for close monitoring of progress
Additional Literacy Resources: <ul style="list-style-type: none"> ➤ Additional Literacy lesson - Rapid Reader Programme ➤ Possibility of Reading Rampage (TBC) 	BK	EP? NT		£2000	Age-appropriate resources suited to ability and levels of interest to sustain progress
Nurture Tutor Groups: <ul style="list-style-type: none"> ➤ DL has a small tutor group - all boys for targeted SMSC and English-based support 	DL and CH for support	EP?		£3500	CUP pupils to make accelerated progress
Peer Reading: <ul style="list-style-type: none"> ➤ To be launched in Autumn term 2019 	DL?	EP?	To commence Autumn 2019 with Duke of Edinburgh pupils to support	No cost	To develop reading fluency and enhance their wider understanding of texts To develop social skills, resilience and coping strategies

2019/20 number of literacy catch-up students = 60

2019/20 total funding = £10572

Numeracy Catch Up Premium Spend and Impact 2018-19

Numeracy

35 students from the 2018-19 cohort were awarded catch-up premium funding. These are students who achieved a score of 55% or less in their KS2 Maths SAT exam. Of these 35 students 10 achieved a score of 25% or less in their KS2 Maths SAT exam.

The students at the start of the year were spread between 3 Maths classes according to ability, during the year 3 CUP students moved up a group due to hard work and progress.

Intervention

During year 7, all CUP pupils were given targeted numeracy support during tutor time based on multiplication tables and understanding and telling the time. Students that had been identified as needing extra support received 1:1 from an LSA. Records and assessments were kept ensuring progress was made.

11 of the students who received catch-up funding in year 7 had 1 lesson a week in a nurture/numeracy group where the scheme of work focus was on the basic number skills in Maths.

10 of the students who received catch-up funding in year 7 were in a nurture tutor group where they received extra support from their tutor and an LSA with their number work. Once a week JFC Prefects joined the tutor group and were paired up with a student to give additional support with the students 4 operation skills.

Impact

Data Analysis

- 35 CUP students (15 girls and 20 boys)
- 12/35 pupil premium students
- 3/35 EHP students
- 16/35 K code students
- 10/35 students with less than 95% attendance
- 30/35 LPA
- 5/35 MPA
- 1/35 students is predicted to be on target for their aspirational GCSE grade
- 22/35 students are predicted to be 1 grade away from their aspirational year 11 GCSE grade

- 9/35 students are predicted to be 2 grades away from their aspirational year 11 GCSE grade
- 2/35 students are predicted to be 3 grades away from their aspirational year 11 GCSE grade
- 1/35 students were on 48% attendance and did not attend mainstream classes, so a grade was unavailable

Year 7 2018-19

Name	KS2 Scaled Score Maths	KS2 Scaled Score Reading	Gender	Reg Group	FSM	SEN Status	% Attendance	PP	Prior Attainment
BAKER Ruby	89	98	F	7RMN	N	N	94.8	Y	LPA
BIRD Harley	98	104	M	7AA	N	N	92.2	Y	MPA
BOTTRILL Aeron	96	101	M	7SH	N	E	99.3	Y	LPA
BRERETON Molly	91	99	F	7SH	N	K	92.2		LPA
BRITAIN Vaughn	98	101	M	7AB	N	N	96.6		MPA
CHISWELL Ethan	95	99	M	7ASH	N	N	97.4		LPA
COOKE Eveie	92	96	F	7JT	N	K	97.4		LPA
CROUCH Theo	94	102	M	7ASH	N	N	100		LPA
DAVIES Brooke	96	95	F	7AB	N	N	95.5	Y	LPA
DUDDING Ella	93	98	F	7HMR	N	N	99.3		LPA
DURRANCE - WEBB Megan	83	88	F	7SH	Y	E	99.3	Y	LPA
FOX Maison	99	93	M	7AB	N	N	99.3		LPA
FRECKINGHAM Georgia	96	100	F	7DK	N	N	98.5		LPA
FURNER Natacha	98	98	F	7AB	N	N	81.7		LPA
GIBSON Archie	90	86	M	7SH	N	K	95.5		LPA
GIVEN Kayden	92	100	M	7AA	N	N	98.5	Y	LPA
HOLLINGSWORTH Evie	99	93	F	7JT	N	N	95.5		LPA
HUNT Joshua	89	N	M	7SH	N	K	91.8		LPA
HUTCHINSON Danni	95	92	F	7RMN	N	N	85.1		LPA

MOULD Kayla	95	101	F	7JT	N	K	47.8		LPA
PLOWMAN Evie	90	80	F	7ASH	N	K	96.6		LPA
SMITH Jack	98	93	M	7ASH	N	K	98.5		LPA
SNEATH Zoe	98	89	F	7HMR	N	N	97.4		LPA
SNODIN Leighton	96	93	M	7JT	N	K	97.8		LPA
SPENCER Charlie	99	95	M	7AB	N	N	97		LPA
TAYLOR Zak	92	82	M	7RMN	Y	K	76.5	Y	LPA
TINSLEY Max	84	94	M	7AA	N	K	97.8	Y	LPA
VARDY Sienna	98	107	F	7AB	N	N	97		MPA
WARDLE Warren	87	83	M	7SH	Y	K	97.8	Y	LPA
WATTS Declan	92	90	M	7AA	Y	K	99.3	Y	LPA
WILLIAMS Reuben	84	102	M	7ASH	N	K	100		LPA
WOODS Jake	84	80	M	7SH	Y	E	94	Y	LPA
WORBY Archie	98	105	M	7HMR	N	K	97.4	Y	MPA
WORTHINGTON Demi	94	94	F	7AA	N	K	89.2		LPA
WRIGHT Daniel	96	106	M	7SH	N	K	97.8		MPA

Summary

Reporting on predictions for year 11 GCSE grades makes it hard to track progress in the Maths groups throughout the year along with students spread over 4 different Maths groups and those groups changing teachers through the year.

For the academic year 2019-20, all year 7 CUP students will be taught by the same teacher across 2 maths groups to ensure continuity, with an adapted scheme of work to support maximum progress.

A baseline assessment will be sat each term with graduated difficulty to track progress and inform individual interventions.

Review to inform next cohort for 2019-20

We have a cohort of 31 Maths CUP students for 2019-20.

For the academic year 2019-20, all year 7 CUP students will be taught by the same teacher across 2 maths groups to ensure continuity, with an adapted scheme of work to support maximum progress.



Celebration & Well Done postcards to be sent home when progress shown by students (end of term) celebrating their progress.

This year's student records used to inform next year's program of study and identify students who would benefit from a repeat session on certain topics.

Create more Student Numeracy leaders (who themselves lack confidence) to support other students and build their own confidence and self-esteem.

Work packs for students to take home and put on the JFC website.

Numeracy Catch-Up Premium Plan 2019/20

Action	Who	Timescale	Cost	Intended Impact
Maths Nurture Groups: <ul style="list-style-type: none"> ➤ 2 groups of 6/7 students to work in smaller nurture groups once a week. 11 of the 13 students are Maths CUP students. Students will follow a newly-devised 'live' SOW based on key maths skills informed by their current progress and struggles in their Maths groups. Feedback from their Maths teacher to inform ongoing 'live' SOW. 	TD, VH & EM	All year	£2000	Students to build confidence and accelerate learning in order to make expected progress during year 7 enabling them to access the wider maths curriculum.
LSA support during tutor time: <ul style="list-style-type: none"> ➤ All 31 Maths CUP year 7 students are timetabled for 1:1 Maths support with an LSA. ➤ Topics include; times tables, telling the time, ratio & proportion. 	TD & Maths LSAs	All year	£2000	Targeted maths work specifically to enable students to access the wider maths curriculum. Small group work allows for close monitoring of progress.
Nurture Tutor Groups: <ul style="list-style-type: none"> ➤ 6 of the year 7 CUP students are allocated to a nurture tutor group 7DL. This tutor group is taught by an English specialist ➤ JFC Prefects paired up with students once a week to work on specific topics identified for individuals. 	DL	Autumn term throughout year 7	£1500	CUP students to receive specialist pastoral support help to attain expected progress.
Prefect Mentors: <ul style="list-style-type: none"> ➤ 13 CUP students who attained the lowest standardised scores at KS2 (less than 35%) will be paired up with prefects. Students will practice addition, subtraction, multiplication and division skills for one 10 minutes session per week. 	TD/LM	To commence January throughout the year	No cost	To develop their 4 operation skills and strategies to enable students to build confidence and accelerate learning in order to make expected progress during year 7 enabling them to access the wider Maths curriculum
Maths Teaching Groups: <ul style="list-style-type: none"> ➤ All of the year 7 CUP students are taught by the same Maths teacher, a Maths specialist. A baseline test is sat during September and repeated each term to track progress. 	TD	All year	Approx £200 - kinetic learning resources	Students to be taught from a personalised SOW aimed at building their Maths skills and understanding in order to make expected progress during year 7.

Maths afterschool help club: ➤ All of the year 7 CUP students are invited to attend an afterschool Maths help club.	TD/MC	To commence October and throughout year	No cost	CUP students to receive extra support afterschool to promote independent study and help to attain expected progress.
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2019/20 numeracy catch-up students = 31

2019/20 total numeracy catch-up fund = £5462