

Year 7 Literacy and Numeracy Catch-up Premium Report for 2017-18

The Year 7 Literacy and Numeracy Catch-up Premium was allocated to schools to support all Year 7 pupils who did not achieve a Level 4 in either English (reading) and/or maths SATs at the end of Year 6. In 2017-18 the indicative grant for Harrow Way School is £14,011. From 2016-17 onwards, the literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve the expected standard in reading and/or maths at the end of key stage 2. The expected standard is now defined as a scaled score of 100 or above in these tests (prior to this it was Level 4 or above).

Year	Funding Allocated
2016-2017	12,201
2017-2018	14,011
2018-2019	14,011 (Est)

This grant has existed for five years and Harrow Way School has used this grant in a number of ways (using the research into literacy and numeracy catch up strategies and the Education Endowment Foundation evidenced based information on Reading at the Transition Stage) including:

- Employment of TAs's to supervise paired reading project led by Year 10/11 students who support Y7 low readers. Use of the QLA in ASP (Analyse School Performance) to view key stage 2 performance by subject strand, by question and by individual pupils. This supports are targeted intervention even further.
- Part funding of a teacher's salary to teach 7x4, a transition group of vulnerable students who are also below average on entry. They are taught in the same group for half the week – literacy/numeracy/humanities.
- Transition project based around Michael Morpurgo's 'Warhorse'
- Reading intervention paired reading programme (Numeracy and Literacy catch up in tutor time)
- Whole school inset on areas such as questioning, metacognition and preparing for longer written responses in exams
- Year 7 Parent event for catch up students to look at how they can support at home with English and Maths
- Through PiXL membership we will use the PiXL timetable project to diagnose weakness, delivery therapy sessions and re-test for impact for those students who are unable to score 100/150 in the initial assessment
- All students were assessed for reading and spelling ages to enable staff to better target support for them in lessons other than English and Maths, as well as establishing a baseline to assess impact
- Literacy mats and dictionaries for all classrooms - Numeracy and Literacy activities in Tutor time
- Use of Tutor Time (3x per week) for intervention using accelerread/accelerwrite (AR/AW) taking place 1-1 with TAs (20 x 20 minute sessions)
- Continuation of the Year 7 Parent event for catch up students to look at how they can support at home with English and Maths.
- Reading and numeracy intervention (staffing/resources)
- Curriculum spending to improve reading and numeracy (resources/training)

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The impact of this intervention has been closely monitored throughout the year:

Students in this target group are reviewed regularly by the class teacher (7X3/7x4 and the Year 7 Catch-up Premium intervention group;

This information is collated in Termly Progress reviews updated and sent home termly;

As a result of these interventions and continued excellent teaching and learning, the progress of these students has improved considerably over the course of Years 7 and 8.

Key research findings into literacy interventions include the following:

- Having 'no intervention' does not enable pupils with literacy difficulties to catch up (Brooks, 2002, 2007);
- Many effective literacy intervention programmes have co-operative learning at their core (Slavin and Lake, 2008);
- The key elements of effective teaching approaches for low attainers in literacy include: early intervention, one to one and/or small group support and personalisation (Brooks, 2002);
- There are fewer interventions to help pupils struggling with reading in secondary education in comparison to a wide range of interventions designed to help primary pupils (Brooks 2002, 2007). However, some interventions that are primarily intended for use in primary schools could be used at any time between the ages of 6 and 14

The following table shows the number of students who were below the expected standard which is now defined as a scaled score of 100 or above in these tests (prior to this it was Level 4 or above).

Year 7 in 2016-2017	No of students not at standard at KS2	Number of students not achieving Harrow Way End of Year Expectations at the End of Year 7
Reading	58	20
Maths	53	17
Year 7 in 2017-2018	No of students not at standard at KS2	Number of students not achieving Harrow Way End of Year Expectations at the End of Year 7
Reading	48	12
Maths	45	14
Year 7 in 2018-2019	No of students not at standard at KS2	Number of students not achieving Harrow Way End of Year Expectations at the End of Year 7
Reading	42	
Maths	34	

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Reporting

- It is the Headteacher's responsibility to produce termly reports to Governors (S&C), highlighting progress and impact;
- The success of this intervention is reported termly to the parents of the students receiving support in terms of a termly report and to all parents through this annual report.

Parental contact

Any parental queries regarding the Year 7 Catch-up Premium should be directed to Mrs German, Assistant Headteacher.