

Impact of Y7 Catch Up funding Literacy and Numeracy

In 2017-18 Carleton received £22,845 in funding from the Y7 Literacy and Numeracy Catch-Up Premium. In 2018-19, we expect to receive 10% extra based on an increase in cohort size, approximately £25000. Exact figures yet to be released.

2017-18			
Pupil Eligibility Literacy	84	Pupil Eligibility Numeracy	65
Intervention	Description	Spend	Impact
Numeracy Small Group Intervention	Maths Learning Mentor for students identified as working below the standard in Maths. Small groups identified following class testing.	£28000	<p>By the end of the summer term, students who came in below the stand had made on average 1.48 steps of progress in Maths on the CHS system from their start point. This is on average less progress than the previous year's cohort of students working below the standard. Impact limited by the Maths mentor being used to cover an absent colleague, and her own absence.</p> <p>We do know it is difficult to catch these low ability students up and from the ASP data can see that nationally the low ability struggle to get positive progress 8 scores by the end of Y11. The national averages for P8 scores overall were -0.17 for low ability, -0.02 for middle ability and 0.00 for high ability at the first analysis in September 2017</p>
Literacy Small Group Intervention	Targeted pupils, in Years 7 with a score below 100 in Reading KS2 SATS, who have low levels of literacy receive extra lessons to accelerate their progress. Main support came from morning intervention for small groups with the coordinator, key skills coordinator, and English Learning Mentor, looking	£20000	<p>By the end of the summer term, students who came in below the stand had made on average 1.86 steps of progress in English on the CHS system from their start point. This is on average less progress than the previous year's cohort of students working below the standard. However, small group rotations for morning intervention saw greater success.</p>

	specifically at Paper 1 and Paper 2 skills following regular retesting. Additional use of English Learning Mentor for some in-class support.		
Intervention and Wave 1 teaching quality tracking – English and Maths	Extra teaching time and preparation time paid for out of PP/Catch up budget. This will ensure there is an accountability trail. Engage with parents and pupils before intervention begins to address any concerns. Track data in English and maths at calendared data points (6 per year) HODs to observe sessions and provide feedback / support for improvements as Learning Leaders. Use of Coordinator Monitoring folder to support actions and follow up from wave 1 teaching for catch up students.	Staff planning time and delivery - £2000	Better tracking and monitoring of intervention impact but still need to see greater speed of catch up.
Accelerated Reader trial	Supporting the literacy intervention programme was a short trial of the Accelerated Reader Programme which seeks to instil in pupils a love of reading.	£4665	Limited trial saw limited impact; 2018-19 will see full roll out.
SEN Literacy Support	1:1 support using Rainbow words. Literacy groups work on KAOS or Fresh Start. Sometime a mix of both with some REACH strategies added when needed.	£14000	Individual progress on these systems not always clearly reflected in English grades.
Pathways	Bespoke English and Maths support for students at 0.2 and below. Mentoring, small group approached with focused intervention.	Pathways: £1200 per student 15 students = 18000	Mixed success here: students are by context weaker; progress is positive for a number but not consistent.

It should be noted that all of the above resources were also funded using money from the Pupil Premium allocation as the catch-up premium did not fully cover the cost of these interventions due to the number of pupils. Information regarding this can be found in the Pupil Premium Expenditure Report.

2018-19			
In 2018-19, we expected to receive 10% extra based on an increase in Y7 cohort size, approximately £25000.			
Pupil Eligibility Literacy	77	Pupil Eligibility Numeracy	79
Intervention	Description	Spend	Impact
Accelerated Reader	All Y7 classes to have weekly AR sessions in the library, supported by librarian and English teacher, with form tutor support. Weekly monitoring; supported by reading rewards programme.	£7000	Target Catch up students to access and progress with AR quickly, leaving no opportunity for 'opt-out.' Culmination of Lexia, AR and all reading promotion strategies in school have seen an increase in the reading ages of all Y7 and Y8 students greater than would be expected by chronological age alone. Y8 disadvantaged students made the most progress of all; 7.05 months over the first 4 months of 2018/19.
D.E.A.R.	Drop Everything And Read campaign across school; timetabled weekly slots where all Y7-10 drop everything and read. Supports AR as well as incentivising reading for pleasure, as well as having a reading book as key part of equipment. Peer Reading system also sees selected Y7-8 students reading aloud to trained Y9-10 buddies weekly as part of DEAR.	£0	Expect to see greater access of reading materials by students working below age related expectations. Culmination of Lexia, AR and all reading promotion strategies in school have seen an increase in the reading ages of all Y7 and Y8 students greater than would be expected by chronological age alone. Y8 disadvantaged students made the most progress of all; 7.05 months over the first 4 months of 2018/19.
Tutor Time reading	Y7-10 reading at tutor time every day (except for assembly days) while admin/logistics completed.	£0	Culmination of Lexia, AR and all reading promotion strategies in school have seen an increase in the reading ages of all Y7 and Y8 students greater than would be expected by chronological age alone. Y8 disadvantaged students made the most progress of all; 7.05 months over the first 4 months of 2018/19.

Reluctant Readers resources	Extra resources purchased for 'reluctant readers' such as magazines, additional up to date non-fiction publications, and short reads.	£1000	Expect to see a greater increase in reading age increases by Term 5.
Core Skills CPD – support for literacy in all subjects	Across school push of tackling 3 key literacy barriers per subject through improved wave 1 teaching.	£0	T&L QA has seen improved identification of literacy needs, and application of supportive strategies.
Reading Cloud	Update of current library system to further incentivise reading for reluctant readers; parental and student access greatly improved.	£2000	Expect to see greater access of reading materials by students working below age related expectations.
Lexia	Lexia reading training to take place in withdrawal from lesson for selected students working below age related expectations. All students below will access Lexia across the year. Close monitoring of progress to ensure right support programmes from within Lexia are accessed.	£17000	Culmination of Lexia, AR and all reading promotion strategies in school have seen an increase in the reading ages of all Y7 and Y8 students greater than would be expected by chronological age alone. Y8 disadvantaged students made the most progress of all; 7.05 months over the first 4 months of 2018/19. Expect to see significant increases in reading ability of very weakest students.