

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.

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	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. 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. We no longer use a Maths Learning Mentor at CHS in 2018-19.
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 specifically at Paper 1 and Paper 2 skills following regular retesting. Additional use of English Learning Mentor for some in-class support.	£20000	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. We no longer use an English Learning Mentor at CHS in 2018-19.
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. Range of changes across school and additional staffing for the English and Maths departments in 2018-19, including Lead Practitioners in both departments and a Director of Maths across the Trust.

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 to see full roll out. DHT leading AR in 2018-19 with high profile focus on reading across the school.
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. Literacy Support model completely changed for 2018-19 – see below.
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. Pathways model no longer runs in Carleton in 2018-19.

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
Maths quality first teaching	Maths staffing enhanced with appointment of a Director of Secondary Maths across the Trust (based at CHS) and a CHS Lead Practitioner in Maths. Both have reviewed and improved LTP and the quality of provision in the classroom for all levels of numeracy. This is conjunction with whole school strategies and CPD on quality first teaching	£0 from this budget	Maths lessons at CHS are improved across the board; behaviour is excellent; pace has improved significantly; WIN marking and use of QLA within department to identify and plug gaps in knowledge is embedded. Progress in books is evident.
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.
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	<ul style="list-style-type: none"> In Year 7 in September we had just 23.9% of the cohort meeting their chronological reading age. In April 2019 that's now 45.3%. In Year 7 in September the average reading age was 10 years 1 month. It's now 11 years 5 months. Overall Y7 in 7 months have made 11.8 months progress. For Y7 disadvantaged that's still above expected at 8.62 months.
Tutor Time reading	Y7-10 reading at tutor time every day (except for assembly days) while admin/logistics completed.	£0	April 2019 – pupils eligible for catch up funding have made 7.35 months progress in reading age, exceeding chronological expectations. 7 students reading age now exceeds their own actual age.
Reluctant Readers resources	Extra resources purchased for 'reluctant readers' such as magazines, additional up to date non fiction publications, and short reads.	£1000	

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	The average amount of words read by students in Y7 (recorded on Accelerated Reader once quizzes are passed, not just taken) is 275,951. For disadvantaged students this is 205,475 – not a large gap considering that disadvantaged students have a low reading age (although these are improving for all students). The average amount of quizzes passed is the same for disadvantaged students as all students in Y7 – 11.
Lexia	Lexia reading training to take place in withdrawal from lesson for selected students working below age related expectations. Close monitoring of progress to ensure right support programmes from within Lexia are accessed.	£17000	Students using Lexia have been selected as struggling the most with reading and making slower progress with reading ages; at April 2019 students on Lexia have passed on average 50.6% of their individual stages. Full report below. However Lexia is working – the reading ages of students targeted for increased use of Lexia with small group regular sessions in the Spring term has increased at a massively faster rate than previously; 7.09 months rather than the previous term's 1.2 months.

Y7 Catch Up Funding Update April 2019

76 students in Y7 came to CHS with a score under 100 for English, or had no KS2 data (18/76).

All students have had access to English lessons, Accelerated Reader, DEAR, Tutor time reading, and extra library resources for reluctant readers. Students in 7Z also had access to whole class Lexia.

These 76 students are students who have historically struggled with reading. After one term of Accelerated Reader, students had made on average 3.6 months of reading age progress. This accounted for 50% making progress, and 31.6% making significant progress way beyond the 4 months expected, up to 31 months of progress.

However this was not the progress we wanted to see. In January, additional Lexia small group interventions were added for 34 students making the least progress.

After 7 months at CHS, all these students had made 7.35 months progress on average, now exceeding their age related progress expectations.

Not on Lexia

42 of these students have not been targeted for Lexia as closer to the expected level at KS2, are typically stronger readers, and have made better progress through personalised use of Accelerated Reader, English lessons, DEAR, and tutor time reading.

After one term of AR, these students made on average 5.7 months progress in reading age, greater than the 4 months expected.

After 2 terms of AR, these students made on average 7.56 months progress, still greater than the 7 months expected.

Students selected for Lexia

34 students selected for Lexia were done so initially as our weakest readers, or after a term of AR showed students were not making as fast progress as they should; students on Lexia therefore only made 1.2 months progress with reading ages after one term of AR.

After two terms of Accelerated Reader AND additional Lexia, these students have now made on average 7.09 months of progress, just EXCEEDING their expected progress. This is over 6 times the progress previously made.

Of the 34 students:

- 11 are on the Basic / Y1+ level – our very weakest readers;
- 23 are on the Elementary/Y2+;
- 4 students have moved up a full stage;
- 2 students have been removed from the programme as not making progress, and onto a 1:1 programme with rainbow words.

	Number of students	Average unit %	Units complete ave	Minutes completed	Months + RA January (4)	Months + RA April (7)
All Lexia students	34	46.7	50.7	378	1.2	7.09
Level Y1+ / Basic	11	46.7	29.5	364	-2.4	4.46
Level Y2+ / Elementary	23	46.7	60.8	384	3.7	8.22

Lexia will continue this term, with regular reviews to further accelerate reading progress for all these students.