

Year 7 Literacy and Numeracy Catch-up Spending

Planned Provision

Scalby School attracts £12,500 of Year 7 Catch-up premium. However the resources provided for Year 7 catch-up work is significantly more than this. Resources directly linked to Year 7 Catch – up work are:

1 x part time (3 days) primary trained teacher (Literacy)

1 x HLTA (approx. 20 Hours) (Numeracy)

Other resources are provided to support Literacy and numeracy catch-up through a range of Wave 1 and 2 interventions.

Literacy Impact

66% of students receiving Year 7 Catch up receive PP funding. There is a broad literacy support package around our students arriving in Year 7 significantly below expectation. In 2016-17, students in 7A4 receive:

- Quality first class-teaching from the English Lead Practitioner
- 5 English lessons per week including Accelerated Reader, spelling and Reading Eggspress sessions
- Weekly 1:1 intervention from SST and SHA
- Eight hours of external SJT drama/ literacy intervention for all students
- Enhanced literacy support on a cross-curricular level shared via Literacy 'team around the class'.

SST and SHA supplement students' Literacy/ English learning with weekly 1:1 support sessions. They have devised a personalised programme of tutoring for each student across the year through building up a detailed understanding of their Literacy needs. In these sessions, students work through tailored programmes that cover handwriting; reading decoding, fluency and comprehension; SPAG (spelling, punctuation and grammar) support; inference and creative writing skills.

Main data outcomes from Year 7 Catch up students with SST and SHA from Sep 2016 – June 2017:

- 75% achieved an E1 or 2 at PS5 indicating high levels of motivation and effort despite students' difficulties with Literacy
- 95% increased their SPAG grade (from 20 students retested)
- 92% of students have increased in their reading age (7A4 class average of +7 months)
- 83% pass rate for Accelerated Reader Quizzes
- Average number of words read per student in Accelerated Reader: 21,539
- Work on bespoke spelling improvements have shown 60% + pass-rate for all 12 of SST's student spelling abilities
- All students' spellings have improved in bespoke and/ or Schonell spelling testing. (Students have received continuous support with spellings during lessons with POF;

spelling lessons with AJO; personalised spelling work with SST and SHA and spelling support on Reading Eggspress.)

- 100% of class on Foundation (AMAP)
- 36% of the class are achieving Expected Progress (PS4)
- Student voice is extremely positive with virtually all students stating that they are reading more than a year ago and that they enjoy catch-up lessons and English lessons

A recent observation of 7A4 by BEV identified that there are “high expectations in the lesson and over time in terms of structure, language, oracy and behaviour. All are contributing to the enhanced progress of the students. They get a very good deal.” He also stated that “the last piece of extended writing on a shark attack shows how much progress these students have made. Progress can also be seen in the books in terms of literacy but also of handwriting.” He concluded that, “the interventions and support put in place for these learners is clearly having a marked effect on their progress.”

Numeracy Impact

This year students have again been selected from those entering Scalby School with a level less than we would expect on entering secondary school. This was a larger proportion than usual so pupil premium students with the lowest levels were prioritised. A diagnostic assessment is used initially to create an individual plan for each student to target their particular areas of weakness across the four core functions; a similar system can then be used for extension steps for fractions, decimals and percentages.

Addition was strong with nearly all students however subtraction both written and mental was an area of concern, both in understanding and methods. Use of practical apparatus to allow students to explore and understand what was happening to numbers has enabled them all to understand why and how to use effective written and mental methods and therefore show improvement in the final assessment.

Multiplication and division were particularly weak with this cohort. They have been taught the Napier’s bones method for long multiplication which all students have found easier than traditional long multiplication. More time has been spent working on times tables within sessions which has noticeably improved students speed, accuracy and recall. This improvement has also helped to improve confidence and ability with written and mental division.

The programme has been successful and demonstrated impact. The students are more confident and engaged in intervention session and after conversations with their teachers, this is also evident in maths lessons for the majority of students (one candidate has been moved up a set).

- 60% of candidates involved have reached expected levels of progress by the end of year 7,
- 72% of candidates have achieved mastery in 3 functions,
- 52% of candidates have achieved mastery in all four functions.

The initial and final assessments will change slightly next year, although the questions will remain the same. Students will now sit a more formal written test rather than a diagnostic assessment which relies on the assessor being familiar with the Success@arithmetic programme. This will allow a comparison of marks at the end of the period of intervention as well as assessing their understanding, ability and confidence.