

# Shire Oak Academy

## Literacy and Numeracy Catch-Up Premium 2019-20

### Plans for Spend 2019-20

During the 2019/20 academic year, we will receive approximately £21,500.

Due to the large cohorts of pupils that do not reach the “100” benchmark, our investment tends to be on software solutions. We also aim for our strategies to be sustainable across the whole school, not just in Year 7.

We are planning to invest the premium in the following ways to improve attainment and achievement in English and maths:

Initiative	Cost
Literacy Manager	Contribution to salary
English SLA	Contribution to salary
Maths SLA	Contribution to salary
Accelerated Reader programme	At least 25% contribution to the annual cost
Lexia/Symphony	At least 25% contribution to the annual cost
Ruth Miskin Fresh Start Reading Programme	At least 25% contribution to the annual cost

### English Intervention Programmes include (but are not limited to)

A specialist teaching assistant (SLA) assigned to the department.

Reading Leaders Programme - 6th formers work with some of our weakest readers.

Lexia PowerUp - this takes place for students in sets 3 - 6 in Years 7, 8 and 9 once a fortnight.

Accelerated Reader to help all students progress with their reading. Engagement with AR monitored carefully during form time to ensure pupils are reading enough to make progress - conducted by Literacy Manager.

DEAR (drop everything and read) sessions for all students in KS3

Intervention set in year 7 in both halves (set 6) where specific key skills are taught. Set 6 students also do less French lessons to gain an extra English lesson.

Reading Surgery for reluctant readers.

Small reading group intervention with targeted pupils during registration.

Targeted homework club once a week.

Toe by Toe 1:1 for the very weakest ongoing until they get to a functional level. Helps with phonics, reading, spelling and comprehension.

Corrective reading in small groups that covers comprehensive, spelling, reading, grammar, sentence construction and handwriting. This also helps with social skills, working in a group, taking turns.

Spelling made easy - concentrates on spelling but improves handwriting, sentence construction and comprehension.

Ruth Miskin Fresh Start Reading Programme for incoming Year 7 students in lower sets.

### **Maths Intervention Programmes include (but are not limited to)**

Two specialist teaching assistants (SLA) assigned to the department.

Symphony (part of the Lexia package) - this takes place for students in sets 3 - 6 in Years 7, 8 and 9 once a fortnight.

Intervention set in year 7 in both halves (set 6) where specific key skills are taught.

“Power Up” Numeracy sessions with set 6 fortnightly.

Targeted homework club once a week.

Power of 2 - Maths basics with SEN students.

## **Review of Spend 2018-19**

Number of eligible pupils: 62  
24 Below the Reading threshold of 100  
10 Below Maths threshold of 100  
28 Below both the Reading and Maths threshold of 100

Total Funding Allocated: £21500

### **Use of Premium**

<b>Initiative</b>	<b>Cost</b>
English HLTA	Contribution to salary
Maths HLTA	Contribution to salary
English Mentor	Contribution to salary
Maths Mentor	Contribution to salary
Accelerated Reader programme	25% contribution to the annual cost
Lexia/Symphony	25% contribution to the annual cost

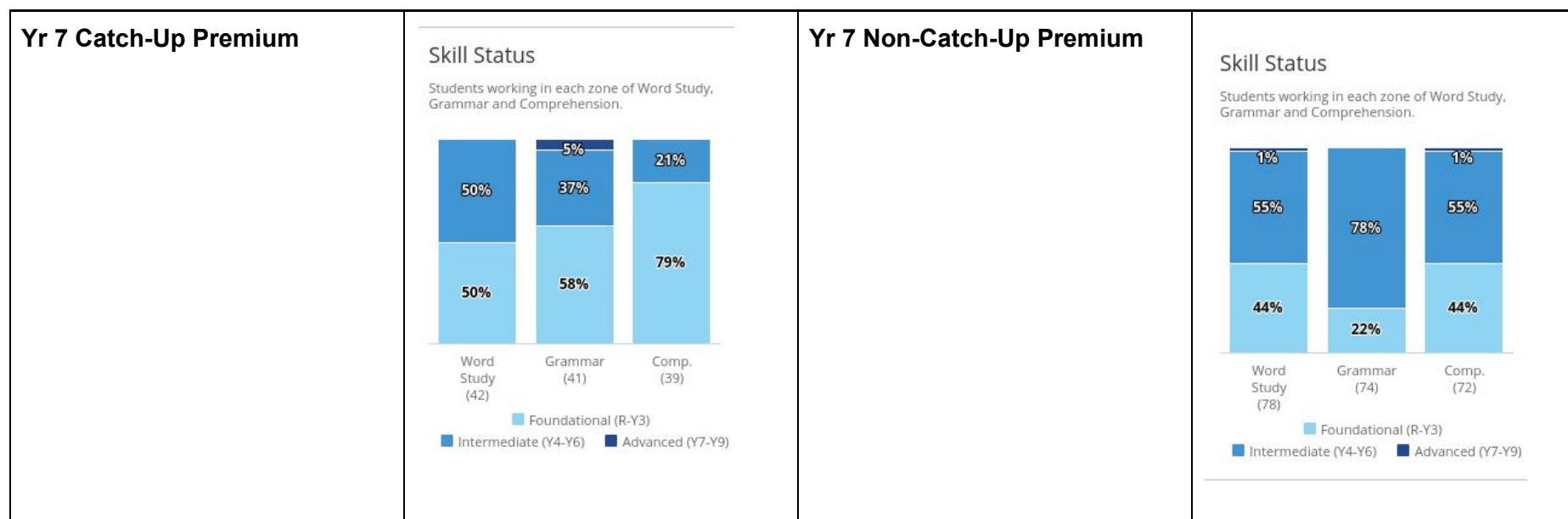
# Impact of Lexia/Symphony

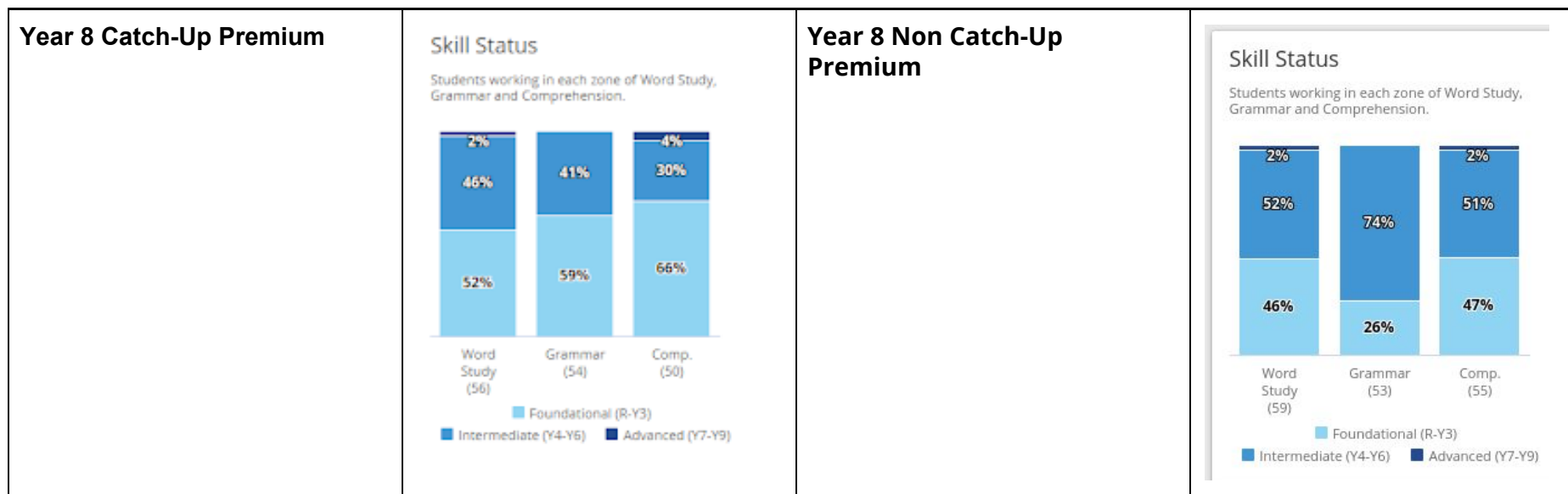
Lexia/Symphony are programs that are used to impact both our PP students and our catch-up premium students in Years 7 and 8.

## Lexia

Data at current is still limited as the new Lexia PowerUp programme has not been running for that long, so it is difficult to comment on progress. In year 7, CUP appears to have the most pupils on the advanced level. In comparison to Spring Data, for both Year 7 and 8, PP and CUP have made the most significant amount of progress with a higher percentage increase from foundational to the intermediate level which shows their improvement in skill. This could be down to the increase in usage compared with the NCUP and NPP pupils.

The screenshot shows the percentage of students in each category who are working at beginner, intimidate and advanced levels. Which shows the percentage levels the pupils are working at in each of the groups.





## Symphony

<b>Year 7 Catch-Up Premium</b>	19.02 % Progress towards End Of Year Goal
<b>Year 7 Non-Catch-Up Premium</b>	21.39 % Progress towards End Of Year Goal
<b>Year 8 Catch-Up Premium</b>	37.28 % Progress towards End Of Year Goal
<b>Year 8 Non-Catch-Up Premium</b>	46.96 % Progress towards End Of Year Goal

It is evident that Non-Catch-Up Premium pupils are making more progress in comparison to Catch-Up Premium pupils by completing more units towards programme completion.

It appears that this programme is not having the impact that it should on the students that need targeting. A 3-year deal with the company was agreed. We are entering our third and final year of the agreement. It is likely that we will adjust this strategy significantly for academic year 2020-21, but we are intending to make some adjustments this year including the removal of Symphony for the vast majority of students, from this academic year it will be only used with our weakest students, giving more focused time on Lexia PowerUp.

## Report from the KS3 Maths Coordinator

At the start of the school year 18/19, it was decided that a key area for the Maths department to focus on would be the students arriving at Shire Oak in year 7 with an average APS of below 100. Different interventions would be put in place to ensure that the gap is bridged between these pupils and the pupils that came in with an APS of 100 or higher. The interventions that would be put in place were as follows; Mastery Scheme of Work (SOW) for year 7, “power up lessons” taught to the pupils with lower than 100 APS every fortnight, targeted homework set by class teachers and an extra intervention programme during form time to help the students still struggling with basic Mathematical functions.

### Methods Used

The Mastery SOW was designed to ensure that all pupils could see the progress that they were making throughout the year. Pre and Post tests for each of the units were designed to track pupils progress as well as end of term tests designed to track pupils against their flight paths. It is typical that a student coming in with an average points score of 100 is predicted to achieve a grade 2 by the end of year 7. If we could get students that came in with less than an APS of 100 to achieve a grade 2 by the end of year 7, then it could be said that the gap had been closed.

“Power up lessons”, for some of our students it could be said that their ability to perform the basic Mathematical skills will hinder their performance when it comes to GCSE. For example, in order to do a HCF and LCM questions, students need to have a good understanding of multiplication and division, as well as prime factors etc. Without the ability to multiply or divide the students will not be able to access this work. After speaking to the 2 set 6 teachers at the start of the year it was decided that “Power up lessons” would be 1 lesson per fortnight, purely focussing on the development of student’s basic Mathematical operations; addition, subtraction, multiplication and division.

Targeted homework would be used throughout the year linking with the SOW, it is expected that members of staff set appropriate homework in order to target areas of weakness for specific students. For students with lower than 100 APS, this could be homework just focussing on the basics of Mathematics.

The extra intervention programme that has been set up during form time focussing on a key group of pupils. This group are the pupils that have come in with a lower than 100 APS, but are also PP. The students have taken a pre-test that includes questions around addition, subtraction, multiplication and division. After this during form time for 3 weeks they were asked to come to a different classroom in order to develop their understanding of these basic functions. This would tie in with the mastery SOW and also give these students a better chance at accessing the content.

### Results

In order to improve for next year and also reflect on how these interventions have worked with the students at Shire Oak, it is important to look at the data and see where each of these students is at the end of their first year. In order to say we have bridged the gap for these students, we would like to say that they are now working at a grade 2.

Out of all the data that we have collated on the year 7 students this year, we can see that:

42% of the students that came in with lower than 100 APS have now closed the gap.

9% of the students that came in with lower than 100 APS are now only 1 sub-level away from having closed the gap.

And

49% of students that came in with lower than 100 APS are still either 2 or more sub-levels away from closing that gap.

## **Conclusion**

Although it is great to see that 51% of our students with lower than 100 APS have either closed the gap or are very close to closing the gap, the focus now needs to be on the other 49% for next year. There have been a few suggestions made that can help us to improve this number next year these include:

- Access to Mastery SOW that is now being created by two members of the maths department in order to give catch up premium students a better understanding of the basic mathematical functions before moving them on to Mastery.
- Targeted DIRT homework that will be used halfway between each topic to further improve feedback and diagnostic marking. Students will be receiving feedback more frequently and therefore improve their maths ability further.
- A larger focus on the importance of KS3 Maths Surgery and the importance of attending for these students.
- More frequent communication with home to inform parents of assessments coming up and what support they can give their children.  
(This will be in the form of an email newsletter).

With all of these new interventions being used next year along with the interventions we have put in place this year, I am confident that we will see an even greater percentage of pupils at Shire Oak close the gap in their first year. Thus enabling our students to access the content more easily when they get to KS4.

## **Report from the Literacy Manager**

### **Introduction**

At the start of the school year 18/19 it was decided that a key area for the English department to focus on would be the students arriving at Shire Oak in year 7 with an average APS of below 100. Different interventions would be put in place to ensure that the gap is bridged between these pupils and the pupils that came in with an APS of 100 or higher. The interventions that would be put in place were as follows; Accelerated Reader, skills lessons and the reading leaders programme.

### **Methods Used/ Results**

The Accelerated Reader Programme is designed to support pupils with their reading ability. By encouraging pupils to read and quiz on their texts, the programme pushes pupils to improve their reading ages. Alongside this, we have the STAR reading tests, which allow us to monitor the impact of the Accelerated Reader Programme. The data shows that 54% of the catch-up premium pupils improved their reading age. Although this figure could be improved, it is worth noting that the programme is dependant on pupils engaging with their reading. Lower reading ages were seen in pupils who took fewer quizzes and had a low average time spent reading each day. Skills lessons run alongside English lessons and offer an opportunity for pupils to remind themselves of important grammar points. Specific homework tasks are then set after these lessons to support pupils with their understanding and use of these skills. Reading leaders has been running to support weaker readers with their progress this year. We will push to continue this next year, and use it to target those who have not improved their reading ages this year.

From the data, we can see that 54% of our catch-up premium pupils met their target grade at the end of year 7. This means that 46% of pupils are still below their expected target.

## Moving forward and Conclusion

Although the gap has closed for 54% of our pupils, we need to work on helping the 46% who are still below their target. We aim to improve this number next year by:

Targeting these pupils for reading surgery if it seems they are not engaging with the programme.  
Utilise the 6th form during form time to assist with paired reading.

For our new year 7 cohort, we are introducing the Ruth Miskin Fresh Start Reading Programme. The aim of this programme is to support those with very weak decoding and comprehension skills.

## Further Data showing the Impact of Funding in Maths & English

### English

Grade Matrix													
	SBP from Y7 Jul												
Targets	A	X	U	1	2	3	4	5	6	7	8	9	Summary
A	0	0	0	0	0	0	0	0	0	0	0	0	0
X	0	0	0	0	0	0	0	0	0	0	0	0	0
U	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	2	0	0	0	0	0	0	0	2
3	0	0	0	6	0	17	6	0	0	0	0	0	29
4	0	0	0	0	0	2	17	0	0	0	0	0	19
5	0	0	0	0	0	0	1	0	0	0	0	0	1
6	0	0	0	0	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0	0	0	0	0	0
Summary	0	0	0	6	2	19	24	0	0	0	0	0	51

Projection data from SISRA from the end of Year 7 shows that:

71% of students eligible for catch-up premium are now believed to be making expected progress in English  
12% of students eligible for catch-up premium are believed to be making above expected progress in English.  
17% (9 students) are still not believed to be making expected progress in English.

The 9 students not making expected progress in English will continue to have intervention during year 8.

## Maths

Grade Matrix

Grade Matrix														
	SBP from Y7 Jul													
Targets	A	X	U	1	2	3	4	5	6	7	8	9	Summary	
A	0	0	0	0	0	0	0	0	0	0	0	0	0	0
X	0	0	0	0	0	0	0	0	0	0	0	0	0	0
U	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	11	0	0	0	0	0	0	0	0	11
3	0	0	0	8	0	5	8	0	0	0	0	0	0	21
4	0	0	0	2	0	1	3	0	0	0	0	0	0	6
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Summary	0	0	0	10	11	6	11	0	0	0	0	0	0	38

Projection data from SISRA from the end of Year 7 shows that:

50% of students eligible for catch-up premium are now believed to be making expected progress in Maths

21% of students eligible for catch-up premium are believed to be making above expected progress in Maths

29% (11 students) are not believed to be making expected progress in Maths.

The 11 students not making expected progress in Maths will continue to have intervention during year 8.