



Literacy and Numeracy Catch-Up Premium 2019-20

Review of Spend 2019-20

This was the final year of the Yr 7 Catch-Up Premium funding.

Number of eligible pupils: 68
 62 Below the Reading threshold of 100
 36 Below Maths threshold of 100
 30 Below both the Reading and Maths threshold of 100

Total Funding Allocated: £21500

Use of Premium

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 included (but were 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 included (but were 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.

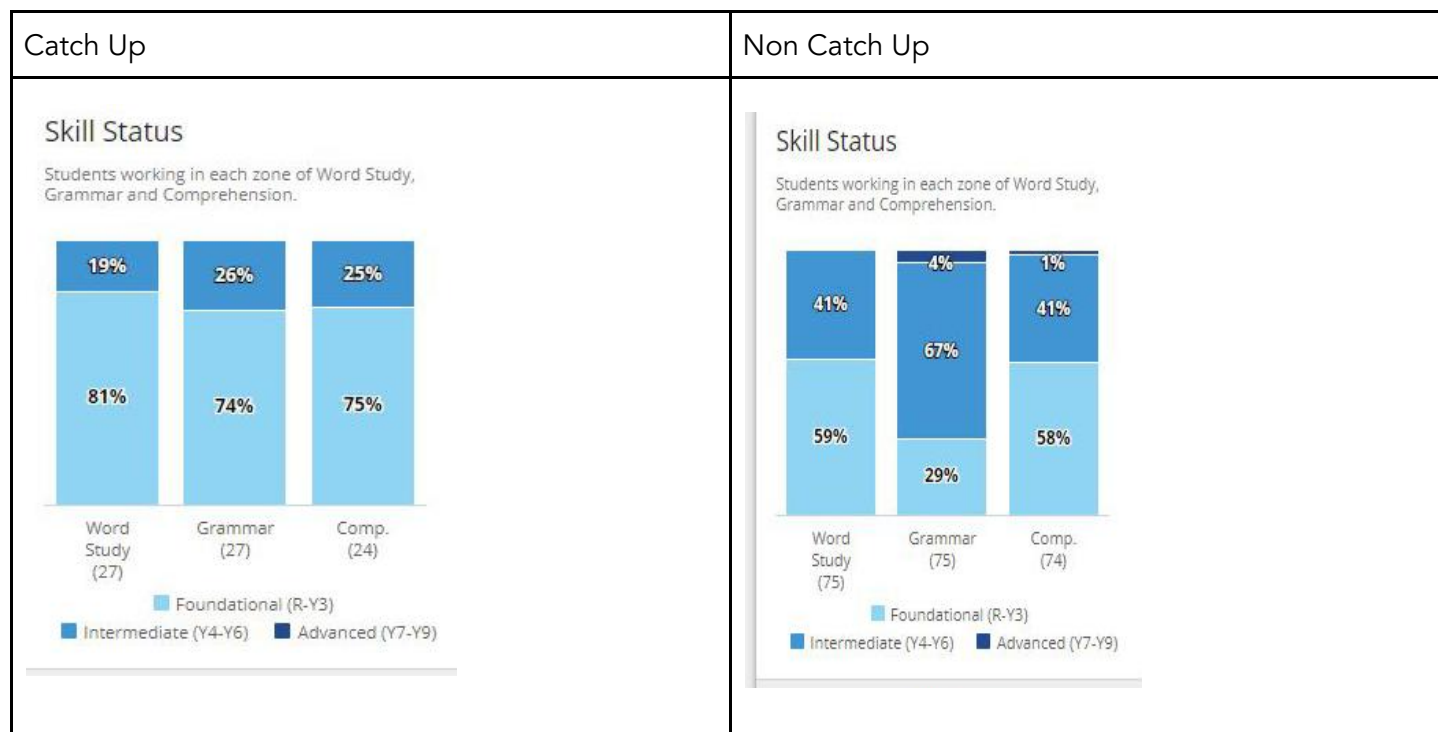
“Power Up” Numeracy sessions delivered to set 6 fortnightly.

Targeted homework club once a week.

Power of 2 - Maths basics with SEN students

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. It can be seen that although students are making progress using Lexia. Students that are eligible for Catch-Up are still working below their age. However, this is the same for non-catch up students as well.



Report from the KS3 Maths Coordinator

At the start of the school year 19/20, it was decided that a key area for the Maths department to focus on students arriving at Shire Oak 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, Access to Mastery SOW for year 7 lower ability students, “power up lessons” taught to the pupils with lower than 100 APS every fortnight and targeted homework set by class teachers.

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 the 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.

The Access to Mastery SOW was designed specifically for students with lower than 100 APS score. The idea behind the SOW was that we could use it to give these students the foundation of knowledge they would need to access the Mastery SOW. These lessons consisted of topics that would plug any gaps in the students' knowledge from the Primary Curriculum and would also feature topic tests so that the students could see their progress. Once we were confident that the gaps in the students' knowledge had been filled, we would then move them on to the Mastery SOW.

"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 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 lower set 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.

Covid barriers

Due to the issues surrounding COVID and the fact that the Academy was not open to students from 23rd March 2020 onwards, it is fair to say that the interventions that were put in place did not have a chance to take full effect. During the Lockdown period, the KS3 coordinator took the opportunity to tweak the Mastery SOW so that the students that missed out in year 7 would still have the opportunity to complete the SOW in year 8. Therefore, not missing out on any of the curriculum.

The KS3 coordinator also took the opportunity to create a Plugging the Gap's Curriculum that would take place for the first 2 weeks in year 8 in order to ensure any areas the students were struggling with after lockdown could be addressed.

The COVID situation is not ideal, but with the help of the Plugging the Gap's Curriculum and the tweaked version of the Mastery SOW, along with targeted homework and "Power Up" lessons the students should not have missed anything from the KS3 curriculum in Mathematics and should be well equipped for KS4 by the time they finish.

Impact Data

After 1 term COVID 19 had hit the UK and lockdown happened. This meant that the data collected for 2019/20 catch up premium students was not based on an entire year, but only based on 1 term.

The table below shows the average progress made in Pearson steps for our catch up and our non catch up students.

Student Category	Average Steps Progress Made in First Term before COVID
Catch Up Students	0.33
Non Catch Up Students	2.33

As seen in the table, in the first term our non catch up students made much more progress compared to our catch up students. This may be seen as an issue with our interventions meaning that they did not work. However, the more likely reason for this lack of progress may have been due to our interventions not being able to run their full course. For example our catch up students are supposed to complete an Access to Mastery SOW in the first term of their education, the idea of this is to give them a base understanding of the topics they did not understand at Primary school. This means that up until the end of term 1 our catch up students had been taught zero Secondary school content, whereas our non catch up students had been taught Secondary school content for a full term. After term one our catch up students would have moved on to the Mastery SOW, meaning they would have been exposed to more Secondary school content and therefore (with a greater understanding of their Primary knowledge) would have shown a rapid improvement

from this first term test. This year we hope to implement similar strategies with our catch up students, with the hope that the interventions get the chance to run their full course. We are hoping that with more exposure to Secondary school content our catch up students from last year will show rapid improvement. If this is not the case, we will rethink the interventions that we use with these students and try something different.

Report from the Literacy Manager

Introduction

At the start of the school year 19/20 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 58% of the catch-up premium pupils improved their reading age. Although this figure could be improved, it is worth noting that the programme is dependent 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. Lockdown must also be taken into account here, as not all pupils would have access to reading material at home.

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 58% of our catch-up premium pupils met their target grade at the end of year 7. This is an improvement on last years 52%. This means that 42% of pupils are still below their expected target.

Moving forward and conclusion

We are investing in Book Buzz this year to provide all year 7 and 8 pupils with a new book. They get to keep this book and there are quizzes that can be taken on these stories. We will also be continuing with the Starbooks loyalty cards and the £5 Amazon gift vouchers to encourage participation with the programme. This year, we have a projector in the library to advertise new books and upcoming events. Word millionaires will also be rewarded for their participation in the programme.

Impact Data

58% of students have improved their reading age since joining in September.

Catch-up Premium pupils have made, on average a month's progress in their reading age since the start of the year. In comparison with their non Catch-up Premium peers, they are still behind: non Catch-up Premium pupils have made 6 months progress since the start of the year.

While this may appear to be disappointing, there are factors we must consider. When we look at the initial data, taken from the first STAR reading test taken by our Catch-up Premium pupils, the range is from 6 years and 6 months to 11 years and 11 months. However, the new range is from 6 years and 3 months to 13 years and 9 months. This proves that there has been an improvement in our Catch-up Premium reading ages. Those pupils at the top end of this range have improved their reading ages by a year, in some cases, more than a year.

We must also consider the impact of attendance. Some of our lower achievers, and the pupils who appear to have gone backwards have lower than average attendance.

Covid barriers:

Apart from students quizzing via AR and MyON, there was no way to tell if and how much students were reading during lockdown. Despite teachers allocating their library lessons to directed reading time, we are unable to know whether students actually read for this hour. Many students won't have much, if any, physical reading at home.

Many online reading resources have been shared regularly with students, but access could be an issue as well as motivation and encouragement from parents. Historically, students of our weakest readers have not been the most supportive of our reading strategies (for e.g. not attending Reading Log launch events or checking their son/ daughter's reading log.)

Without regular access to the school library and designated reading time, some of these pupils will have struggled to engage with the Accelerated Reading Programme and will have fallen behind as a consequence.

Moving forward, it is important to encourage these pupils as much as possible with their reading. The library being open to all year groups will help with this significantly. The purchase from 'Book Buzz' should also encourage pupils to engage with their reading.

Data from the end of Year 7

Our data from the end of Year 7 shows that 64% of the students in this eligible group are making at least expected progress in English, and 59% are making at least expected progress in maths. However, this data has been affected by the COVID-19 Pandemic of 2020.