

Ullswater Community College



Year 7 Numeracy and Literacy Catch up premium funding
2018

Year 7 Literacy and Numeracy catch up premium statement: Ullswater Community College

The Year 7 literacy and numeracy catch-up premium grant is paid under Section 14 of the Education Act 2002. In accordance with this act the school receives additional catch up funding of £500 for each pupil whose level of attainment in reading and/or maths at key stage 2 is a barrier to future progress. This funding aims to help those pupils to 'catch up' with their peers during their first year in secondary school.

In 2017-18, Ullswater Community College was allocated £22,000 Year 7 Literacy and Numeracy catch up funding.

Year 7 literacy and numeracy catch-up premium

This report will focus on the following areas;

- Details of how last year's allocation was spent (2017-18)
- How the 2017-18 allocation made a difference to the attainment of the pupils who qualified for the funding.
- The funding allocation for the current academic year (2018-19)
- Details of how we plan to spend this money

Details of how 2017-18 allocation was spent

In 2017-18 all students who had not yet reached the required levels of Numeracy and/or Literacy at KS2 received the following support;

1. Proportion of Assistant Headteacher (Intervention), SENCO and Eng/maths intervention managers time to track and programmes.
2. Small group provision in maths and English as part of their normal curriculum time (8 hours per week)
3. Small group additional targeted intervention in English and maths delivered by subject specialists.
4. Literacy interventions using Guided Reading Programme and/or Launch the Lifeboat Spelling programme (Senco).
5. Sixth Form Paired Numeracy Mentors. (GMT)
6. Paired Reading programme. (REH)
7. Supported reading during registration. (Teaching assistants)

How the 2017-18 allocation made a difference to attainment

Numeracy

26 students were targeted for a Paired Numeracy programme. Students were selected a 6th form mathematician to work alongside with. Selection of students was based on KS2 level scaled scores (ie those who scored below 93). These pupils had a scaled score of 93 or less and were working well below expectation. A scaled score of 93 would mean that they have achieved in the bottom 25% in the KS2 SATS examination.

By the end of Year 7;

Overall the initial mean score for the pupils was 53% for the baseline assessment. The mean score at the end of the intervention for all pupils was 80%. There was an increase overall across the group of 27%. All pupils increased their scores with increases ranging from 60% to 70% across the cohort.

Analysis of the pupils at the end of the year showed the following progress in maths.

- 24% of pupils made above the expected levels of progress for Year 7
- 76 % of pupils made the expected levels of progress for Year 7

Attainment was measured through teacher assessment.

Literacy

29 students were targeted using both their KS2 scores and the Reading and Spelling test taken by all Year 7 students in September

For reading students made an average gain of 2 on their Standardised Scores and there was an average gain of 1 year 4 months to their reading ages.

For spelling students made an average gain of 3 on their Standardised Scores, and there was an average gain of 1 year and 2 months to their spelling ages.

The students were asked if they felt the intervention had helped and 90% responded favourably.

Attainment was measured through the use of Access Reading test and the Graded Word Spelling Test. The tests were given at the start of the year, and then at the end of the year.

By the end of Year 7 the targeted students made the following progress in English:

12 of the students made expected progress or more in their English grades over the course of the year.

3 of the students made accelerated progress and achieved higher than their expected grade given information that we had on intake at Year 6/7.

6 students achieved 1 sub grade below their expected outcome at the end of the year.

9 students were 2 or more subgrades below their expected outcome at the end of the year.

One student had no end of year data (though he had been 1 sub grade below in the penultimate assessment).

Attainment was measured through teacher assessment.

Paired Reading

64 students took part in the 14 week Paired Reading Programme. 56 students improved their reading age by the end of the 14 weeks. In addition to the paired reading intervention, these 64 students took part in a whole school Pastoral focus on reading whereby they spent a 20 min tutor period once a week to improve their reading skills.

By the end of Year 7 the targeted students made the following progress in English:

- 45 students made above expected levels of progress
- 11 students made expected level of progress
- 8 students were one level below their expected levels of progress

Attainment was measured through teacher assessment

The funding allocation 2018–2019

In 2016 to 2017 we were allocated funding on the basis that we received the same overall amount of Year 7 catch-up premium funding as received in 2015 to 2016 (adjusted to reflect the percentage change in the size of their year 7 cohort between the October 2015 and the October 2016 school censuses). In 2018 – 2019 we will be allocated funding under the same principle. We expect the funding to be approximately £22,000 on the basis of previous funding rates.

Year	Funding
2015 – 2016	25000
2016 – 2017	22619
2017 - 2018	22000
2018- 2019	Awaiting confirmation but estimated 22,000

2018 -19 Planned Strategy

Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Targeted intervention for students who require urgent literacy support – arranged by the SENCO.</p>	<p>Pupils eligible for catch up funding often have weak literacy scores on entry to UCC, as well as low scaled scores. We look at Standardised Reading and Spelling scores that are below 80 to target this intervention in order to accelerate their literacy skills so that they are able to access the curriculum throughout Key Stage 3 and 4 successfully.</p>	<p>All pupils eligible for catch up funding are tested on entry to the school to check their levels of literacy. Students who have Standardised Scores of below 80 in reading and/ or spelling will receive targeted intervention with a Higher Level Teaching Assistant or Senior Teaching Assistant directed by the SENCO.</p> <p>Students with more significant difficulties with reading and/ or writing work with a Higher Level Teaching Assistant on guided reading activities and follow a spelling programme based around Launch the Lifeboat for one hour per week. This is a scheme that was recommended to us by the specialist teacher for literacy to support a Structured Reading and Spelling programme for students with significant difficulties. Students with reading difficulties only will either have guided reading with an HLTA for 1 hour per week or will read regularly during registration with a Learning Support Assistant and their reading will be closely monitored. Students with spelling difficulties only will work with a Senior Teaching Assistant on Launch the Lifeboat Activities, which are tailored to the needs of the student.</p> <p>The SENCO meets with literacy staff each half term, and meets with the HLTA for literacy at least once every two weeks to discuss implementation. The programmes are reviewed early in the spring term, and again at the end of the term. We have been monitoring results over time. also given</p> <p>Students end of Year English grades will be analysed as well as reading and spelling scores.</p> <p>Parents are provided with information on how to help their children’s literacy skills develop at home.</p>	<p>SENCO</p>	<p>Progress from last year was reviewed in July/ September. Students are assessed in September. Programmes will start in October. They will be reviewed early in the spring term, and again in June/ July 2019.</p>

<p>Focused intervention through the Paired Reading Scheme in Year 7</p>	<p>Regular reading for pleasure is an important way of improving the reading ages of all pupils but especially those whose reading has fallen behind that of their peers. Our paired reading scheme makes use of the enthusiasm of our Year 12 students who give readily of their early morning time to support pupils whose reading age is low. Results from this scheme have proved to be highly effective in driving up performance and generating warm and supportive mentoring relationships between mentor and mentee.</p>	<p>Using the Year 7 screening data for reading all pupils whose reading age is 12 months below chronological age are allocated a Year 12 Paired Reader. All Paired Readers are trained on the required techniques and are prepared to give up 15 minutes a day, two days a week to work with their readers. The programme lasts 15 weeks and pupils are tested at the beginning and end of the programme to measure progress. Parents will be invited to the initial training session to extend the effectiveness of the programme through paired reading at home</p>	<p>Asst Head Intervention</p>	<p>Programme to run from October 2018 until March 2019 with review of outcomes in April 2019.</p>
<p>Focused intervention through the Paired Numeracy scheme</p>	<p>Ensuring that basic numeracy skills are secure is essential for pupils to develop their mathematical skills. Our paired numeracy scheme makes use of the enthusiasm of our Year 12 A 'Level maths students, who give readily of their early morning time to support pupils whose numeracy skills are less than the expected standard.. Results from this scheme have proved to be positive in driving up performance and generating warm and supportive mentoring relationships between mentor and mentee.</p>	<p>Using the KS2 results for maths all pupils with a scaled score of 90-95 are allocated a Year 12 mathematician. All Year 12 pupils are trained and are prepared to give up 15 minutes a day, two days a week for 10 weeks to work with their Year 7 pupil. Pupils are tested at the beginning of the programme and end of the programme to measure progress.</p>	<p>Asst Head Intervention</p>	<p>Programme to run from October 2018 until March 2019 with review of outcomes in April 2019.</p>
<p>Ensure that the school curriculum continues to provide small group provision for all pupils who require additional support to achieve expected levels of progress. small groups</p>	<p>Our curriculum provision is very broad to enable pupils of all abilities and interests to choose an area of study which suits their abilities and interests. The core subjects also provide small group provision with specialist teaching to ensure that these pupils make expected levels of progress.</p>	<p>Small groups timetabled in maths and English in Year 7. SENCO timetable for small groups in English and suitably trained staff timetabled for this group in mathematics Although this is an expensive provision it is essential if the school is to meet the needs of those students who have not yet achieved the required standard at the end of KS2.</p>	<p>Deputy Head Curriculum</p>	<p>September 2018 – July 2019</p>