## Langley Academy – Year 7 Catch-Up 2015-2016

The literacy and numeracy catch-up premium provides schools with an additional £500 for each year 7 pupil who did not achieve at least level 4 in reading and/or maths at the end of key stage 2. (DFE, 2014).

The objectives of the funding:

- To close the attainment gap by providing intensive literacy and numeracy support to students entitled to catch up Premium
- To raise self-esteem and aspirations of students entitled to Catch up Premium
- To identify concerns and target intervention and support to accelerate progress
- To ensure that parents are informed and involved where appropriate.

The Langley Academy received £17,000 catch up funding for 2015-16.

## Year 7 Literacy

## **Vision for Literacy:**

"To promote curiosity, exploration and discovery in reading, writing and oral communication, enabling students to access different areas of the curriculum."

"Literacy at The Langley Academy should help towards, but go beyond exam results, leading to students to become lifelong readers and learners."

## **Rationale**

Students have been identified for Literacy Intervention based on their KS2 results. Students with no data provided have been recognised as needing support by the information generated from the Accelerated Reader testing, which took place on 7<sup>th</sup> September 2015. Any student entering the Academy below National Curriculum Level 4b is entitled to support.

The purpose of the Literacy Intervention is to boost confidence in reading whilst 'narrowing the gap' between the selected students and their peers.

Sessions will be run in groups of three, which allows for the National Literacy Trust's and Accelerated Reader's guidelines of reading with an adult aloud for 20 minutes per day. Each student will read aloud with their Literacy Intervention Tutor for 20 minutes, and spend the other 40 minutes of the hour reading independently, selecting a new book within their Zone of Proximal Development (ZPD), or quizzing.

Each student will receive a Reading Diary which the Literacy Intervention Tutor, student and parent/carer can fill in.

Once Literacy Intervention Tutors have been assigned a student, a letter will be sent out by the Literacy Co-ordinator, detailing the start date, time, and place of the intervention. The Tutor is then to contact the parent/carer to introduce themselves and to address any questions/concerns that the parent/carer may have.

Students have their Accelerated Reader username and password in their planner (on page 8). The general trend for usernames and passwords is: the first letter of their first name, followed by the first four letters of their surname for the username (for example, Joanne Harte becomes JHART. They also have their ZPD written on the Accelerated Reader pages at the front of their planners to assist them in choosing the correct level of book to make optimum progress in their reading.

# Impact:

Surname, Forename	Reading Threshold 2014 Key Stage 2 Fine Level	Star Reading Baseline Test RA	Star Reading Baseline Test NC	Staff Support	Most recent Star Reading Test RA	Most recent Star Reading Test NC	Difference	FFT Grade	FFT Score	HT5 Grade for English	Sub level difference in English	HT5 ATL	Attendance	English Teacher	Number of quizzes taken	Number of quizzes passed	Average percent for quizzes
Student A	2a/3b	08:05	2a	CAB	07:08	2b	-0.04	1	78.1	4c	3	2	84.7	SBL	18	15	75.6
Student B	3b	09:01	3b	SPI	09:10	4c	0.01	1	83.5	5c	5	1	98.8	SBL	18	15	71.7
Student C	3a	08:08	3b	RTU	08:05	3c	0	3	97.2	4c	1	2	96.3	SST	37	13	44.6
Student D	3a	08:11	3b	SPI	09:01	3b	0.03	1	75.9	3c	-2	3	96.2	SST	33	14	49.4
Student E	3b	09:00	3b	SRA	08:08	3b	-0.04	3	95.1	4a	4	1	97.7	SST	14	13	82.9
Student F	2a/3b	08:00	2a	SRA	07:04	2b	-0.04	2	86.2	4c	2	2	98.8	SBL	24	16	68.3
Student G	3b	08:06	2a	CAB	08:02	2a	0	1	82.6	4a	4	1	96.2	SST	5	5	92
Student H	3b	08:09	3b	CAB	09:10	4c	0.04	1	83.2	4b	3	1	96	SST	32	27	74.1
Student I	3a	08:06	3b	RTU	10:01	4c	0.08	5	104	4a	3	1	98.8	SST	12	3	42.5
Student J	3c	07:08	2b	SPI	08:09	3b	0.04	2	89.6	3b	1	3	81.5	SBL	24	18	73.3
Student K	3a	09:09	3a	RTU	11:11	5c	0.08	2	88.6	4b	2	1	98.3	SST	25	5	36.8
Student L	3c	08:01	2a	RBA	08:07	3b	0	1	83.3	5c	6	2	99.1	SBL	10	9	70
Student M	3a	08:01	2a	SRA	08:03	3c	0	1	76.9	4b	2	1	98.6	SST	3	3	80
Student N	3b	09:02	3b	RTU	09:06	4c	0	1	81.9	4b	3	1	94.2	SBL	30	20	68.7
Student O	3a	09:02	3b	SPI	09:05	4c	0				Le	ft				25	79.3
Student P	3c	08:11	3b	RBA	09:05	4c	0.04	1	83.8	5c	6	1	97.7	SBL	18	9	52.8
Student Q	3c	08:04	2a	RBA	08:04	3c	0	4	99.2	4b	4	2	98	SBL	48	46	87.7
Student R	3b	09:00	3b	RTU	08:05	3c	-0.04	1	0	4c	2	2	94.5	SST	7	1	41.4
Student S	1b	06:03	1b	SPI	07:01	2b	0.04	1	78.3	4c	8	2	100	SBL	42	28	64.8
Student T	3a	08:10	3b	WMA	08:10	3b	0	2	93	4a	3	2	99.4	SST	53	29	60
Student U	1b	06:04	1b	SPI	06:05	2c	0	1	74.3	3b	6	1	96.2	SST	37	19	50.8
Student V	3b	08:00	2a	WMA	08:08	3b	0.01	2	90.6	4a	4	3	92.5	SBL	33	22	65.5
Student W	3c	09:08	3a	RBA	10:00	4c	0.04	4	102	5c	6	2	96.5	SBL	4	2	52.5
Student X	3c	09:08	3a	WMA	07:03	2b	-0.09	2	91.9	5c	6	1	98.6	SST	26	8	43.8
Student Y	3c								Left								
Student Z	3b	09:03	3b	RBA	07:05	2b	-0.08	1	70.6	4b	3	3	94.2	SBL	68	21	41.5
Student 1	3a	09:09	3a	SRA	07:10	3c	-0.08	4	100	4b	2	3	98.8	SST	9	1	31.1

#### Impact:

- We had 27 students that arrived to the Academy in year 7 below the expected level of 4B in Literacy. Any students who we did not receive data for, their Star Reading Test data was examined. These students were put on the Catch-Up programme. However, two of them have since left the Academy.
- The students sat a Star Reading Test (baseline test) on Monday 7th September 2015. The test is a computer-adaptive assessment, using sophisticated item calibration and psychometrics to adjust dynamically to each child's unique responses. They then sat the Star Reading Test at the end of the Catch-Up programme for comparison.
- 76% of students did reach level 4B by the end of the Catch-Up programme as highlighted in amber and green in the column Half Term 5 Grade for English.
- 48% of the 25 students exceeded a level 4B by the end of the Catch-Up programme as highlighted in green in the column **Half Term 5 Grade for English**.
- 24% of students did reach level 4B by the end of the Catch-Up programme as highlighted in red the column Half Term 5 Grade for English.
- However, 8% of the students who did not reach level 4B, did make significant progress (between 3-8 sublevels) as highlighted in green the column **Sub level difference in English from Sept to July**.
- All students who did not reach level 4B, and who were on the Catch-Up programme, in this academic year are being supported by the Nurture Group.
- Attendance is also of paramount importance for student progress, so this column is included in the data. The Academy expectation is 96%, and therefore above 96% is highlighted in green, just below is highlighted in amber and significantly below is highlighted in red.
- Quiz results provide an excellent formative assessment, and it is clear that there is a significant link between the number of quizzes taken, the % passed, and the progress made. Accelerated Reader quizzes should be passed with 60% or more to ensure progress is made with an optimum pass rate of 85% warranting rapid progress. In the column labelled **Average percent for quizzes**, students who achieved the 60% pass rate are highlighted in green. Those who did not achieve this are highlighted in red.

#### **Resources Used:**

LearnPads Star Reading Test Accelerated Reader Reading Diary

#### **Evaluation:**

Given previous year's results, it appears using Accelerated Reader as the main resource for Literacy Catch-Up is effective. Therefore, this is the process that will be used in Academic Year 2016/17. With the implementation of AR in Year 7, 8 and 9, it also supports our creation of a culture of reading.

# Year 7 Numeracy

#### Mathematics Data

Based on KS2 data, 27 students were identified for the catch up programme. An initial assessment using Alfiesoft was used to identify the individual needs of the students. The assessment mirrored and used the key stage 2 levels. From the Alfiesoft initial assessment, 78% got level 2, while 15% got level 3 and 22% got level 4.

## Catch Up Delivery

In the past years, catch up was delivered as either on a one to one or about 2 students. It was felt that the 10 hours for the programme in a one to one delivery was not sufficient and a decision was made to deliver catch up to the whole group during Saturday. However, 9 students were unable to attend the Saturday sessions and they had 10 hours (1 hour per week) one to one intervention. In total, the Saturday group had 8 sessions of 3 hours.

#### **Resources Used**

Collins Maths intervention workbook (step 2) was used as the main resource. This was supported by mymaths for interactive practice, classroom textbook where appropriate and Alfiesoft for testing.

## Impact:

#### Based on the final Alfie soft assessment

+4 sublevels of progress	40%
3 sublevels of progress	20%
2 sublevels of progress	20%
1 sublevel of progress	10%
0 sublevel of progress	10%

# Case Study:

Student name xxxxxxx

Tutor xxxxxxxx

10 sessions, end of session test xxxxx received 49% a clear improvement from her initial Alfie test in which she scored 20%.

Date	Work to be Covered	Covered/ what need to be finished	Homework Set
25.02.16	Multiplying and dividing whole numbers by 10, 100 and 1000.	P.41 and P.42 in the KS3 Maths Progress book.	P.6 and P.7 in Maths frame working book.
03.03.16	Recap of last lesson – Z.A struggled with homework, we went through the work. She made her corrections. Lesson focused on exam questions for division and multiplication by 10, 100 and 1000. E.g. 1cm is 10mm, how many mm in 32cm?	Z.A is able to divide and multiply by 10, 100 and 1000 when the question simply asks 460 x 100 etc but she struggles when it is put into scenarios e.g. how many pence in £5.	Own resources used - scenario style questions on multiplying and dividing whole numbers by 10, 100 and 1000.
10.03.16	Recap of last lesson – went through homework.  New topic – decimal placing.	Lesson focus on ordering decimals and linking it to real life examples e.g. money. Adding and subtracting decimals P.147 and P.148 in KS3 Maths Progress book.	P.8 and P.9 in Maths frame working book.
17.03.16	Recap of last lesson – went through homework – almost 100% correct, made corrections.  New topic – using mental methods.	Worked through P.11, 12 and 14 in the Maths frame working book.  Z.A struggles greatly with multiplication, she does not know her times tables.  We went through different multiplication methods.	Learn 3, 4, 6 times tables – using My Maths and BBC Bitesize. P.35 and P.36 in the Maths Progress book.
14.04.16	Recap of last lesson – went through homework – Z.A is slowly progressing with multiplication and times tables.  New topic – multiplication and division facts.	Z.A struggled with the topic, generally struggles with multiplication and division as mentioned above. However, we worked through a number of different methods and identified the methods Z.A prefers.	P.14 and P.15 in Maths frame working book.
28.04.16	Recap of last lesson – went through homework. Continued with topic but focussing on written methods for addition, subtraction, multiplication and division.	Z.A was able to complete the addition and subtraction part with little help. We focussed on multiplication and division aspect going through different methods.	Continuing learning times tables – using My Maths and BBC bitesize. Own resource sheets made for Z.A to complete.

05.05.16	Recap of last lesson – went through	Lesson was on geometry	P.46 and P.47 in
	homework.	and measures, completed	Maths frame
	New topic – properties of 2D and 3D	P.199 and P.200 in KS3	working book.
	shapes	Maths Progress book.	
		Used interactive resources	
		<ul> <li>shapes to show faces,</li> </ul>	
		edges, properties, etc	
19.05.16	Recap of last lesson – went through	Interactive session – using	P.40 and P.41 in
	homework.	shapes and 'pizza slices' to	Maths frame
	New topic – fractions and percentages.	show percentages.	working book.
		Completed P.224 – P.227 in	Revise key vocab
		KS3 Maths Progress book.	(spelling dictionary
			at the back of the
			book) – equivalent
			fractions, mixed
			fractions,
			denominator,
			numerator, etc
26.05.16	Recap of last lesson – went through	Completed P.11 – P.14 in	2 worksheets made
	homework.	KS3 Maths Progress book.	for Z.A to compete.
	New topic – mode, mean, medium and		Revise key vocab
	range.		(spelling dictionary
			at the back of the
			exercise book).
09.06.16	Revision lesson – went through topics	Focussed on multiplication,	Revise all topics in
	Z.A wasn't confident in.	times tables and division.	preparation for test
			using exercise book
			and My Maths, BBC
			bitesize, etc

#### **Resources used:**

KS3 Maths Progress One.

Maths Frame working – intervention workbook Step 2.

Own visual/interactive resources used.

Online resources – My Maths, BBC Bitesize Maths, etc... (used as additional homework).

## **Evaluation:**

One to one/small group sessions were more effective than the Saturday sessions for a larger group. However, the Saturday sessions were significantly impacted by student attendance. The students who did attend improved their levels. Hence, Saturday sessions is a strategy that can be very effective if the parental engagement is strong. Reading was successfully organised by the Literacy coordinator and the KS3 English team. Maths was organised by the KS3 Maths team, a numeracy coordinator was appointed in the Academic year and started to support but was unable to have an impact over a short time period. Reading catch up have utilised a tool called Accelerated Reader, the numeracy coordinator has researched Accelerated Maths.

## Catch-Up Funding 2016-2017

# Our Plan for 2016/17

Budget £17000

• We are receiving less funding in 2016/17 than in 2015/16 due to changes in the way the DfE calculate our grant. However, the number of students entitled to Catch Up support has increased:

Students not meeting the	Students not meeting the	Students not meeting the
expected in <b>reading</b>	expected in maths	expected in <b>reading and</b>
		maths
32	24	18
(Scaled score 100 > <b>65</b> students)	(Scaled score 100 > 49 students)	(Scaled score 100 > 32 students)

- We will prioritise those students arriving below the expected standard in reading and maths
  who most need intervention (less than a scaled score of 95), 32 in Reading and 24 in Maths.
  However, the scaled score of 100 is the minimum expectation. Those between 96 and 100
  will receive additional support in our Prep sessions (40 minutes per week per subject).
- To ensure specific support is provided all Year 7 students complete a baseline test in both English and Maths, along with reading and numeracy assessments.
- The QLA data from Raiseonline is used to support personalised intervention plans.
- We will work with students requiring support in small groups and one to one
- Where possible, we will use existing intervention strategies that have proven successful to work with students who are entitled to support via this funding
- We will use meeting and training time in the SEN, English and maths faculties to develop effective in class intervention delivered by teachers, coaches and TAs
- We will commit to all students who have arrived below the expected standard receiving intervention, either in or out of class