

## **The Langley Academy Year 7 Literacy Catch-Up 2016-2017**

The Literacy catch-up premium provides schools with an additional £300 for each year 7 pupil who did not achieve at least a standardised score of 94 in reading at the end of Key Stage 2.

### **The objectives of the funding:**

- To close the attainment gap by providing intensive literacy 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 receives £17,000 catch up funding for 2016-17

### **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 5<sup>th</sup> September 2016. Any student entering the Academy below the standardised score of 94 is entitled to support.

We had 21 students that arrived to the Academy in year 7 below the expected level in Reading. 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. The remaining 10 students were put on a similar program run through the specialised ‘Nurture’ curriculum.

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

## **Process**

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 that 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 JHA on behalf of CPA, 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), and the password is ABC. 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.

The students sat a Star Reading Test (baseline test) on Monday 5th September 2016. 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.

## **Moving Forward**

### **Impact:**

- **Using the data from Accelerated Reader 51% of students made progress in their reading ages.**

- **According to data from English marksheets**, from Term 4 summative assessments, **66% of students have made enough progress to be considered ‘meeting the standard’ for KS2**, and all of them based on our flightpaths in Y7 are in line with the rest of the year group so therefore, they have caught up.
- All students who did not reach ‘meeting the standard’ for KS2, and who were on the Catch-Up programme, in this academic year will be considered for intensive Literacy support in the Nurture Group environment.
- Attendance is also of paramount importance for student progress, and **out of the students who did not ‘meet the standard’, 50% of them do not have the Academy’s expected attendance percentage of 96.1%.**

#### **Resources Used:**

- LearnPads
- Star Reading Test
- Accelerated Reader
- Reading Diary

#### **Evaluation:**

Given previous years’ results, and the trial of using Accelerated Reader as the main focus of the catch-up programme last year, it appears using this programme as the main resource for Literacy Catch-Up is effective. Therefore, this is the process that will be used in Academic Year 2017/18, when JHA goes on maternity leave, and it is proposed that PGA takes over. With the implementation of AR in Year 7, 8 and 9, it also supports our creation of a culture of reading.

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.

## Numeracy Catch up

### **Impact from last year 2016-2017**

- We had 24 students that arrived to the Academy in year 7 below the standardised score of 95 for maths. These students were put into the Catch Up Programme for numeracy, which involved 14 weeks of intensive private tuition with qualified teachers and support staff. The sessions took place for 1-hour after school. We had 8 members of staff, each of whom worked and supported 3 students.
- At the beginning of their Catch Up Programme, the 24 students sat 3 on-line tests on AlfieSoft throughout their program: a baseline test on Thursday 3<sup>rd</sup> November 2016, a mid-term test on Tuesday 31<sup>st</sup> January 2017, and an end-of-program test on Wednesday 29<sup>th</sup> March 2017.
- **According to the AlfieSoft data, 71% of the students made progress – 17% of whom made rapid progress.**
- **According to the data from Maths marksheets, from Term 4 summative assessments, 54% of the students have made enough progress to be considered ‘meeting the standard’ for KS2, and have therefore caught up.**
- All students who did not reach ‘meeting the standard’ for KS2, and who were on the Catch-Up programme, in this academic year will be considered for intensive Numeracy support in the Nurture Group environment in year 8.
- Attendance is also of paramount importance for student progress, and **out of the students who did not ‘meet the standard’, 55% of them do not have the Academy’s expected attendance percentage of 96.1%. More importantly, out of the students who did not ‘meet the standard’, attended less than a third of the Catch Up Numeracy tuition sessions.**
  - Parental engagement seemed very hopeful at the beginning of the Catch Up Programme as the Numeracy Co-ordinator contacted all 24 parents by telephone confirming the tutor name, day and time of their private tuition. They were asked to support their child throughout the 14 weeks of the Catch Up Programme.
- **In January 2017, Accelerated Maths and SuccessMaker was introduced to the Academy.** The Star Maths testing will be extremely useful for the next academic year since, after the test, it does give a standardised score (NRSS). Next year’s cohort can use the Star Maths to assign student with an internal Standardised Score and make comparisons with their score after their KS2 SATs paper and private tuition. Both assessment tools are on-line, adaptive and computer-driven.
  - 180 licenses for the Star Maths, out of which 40 can use the Accelerated Maths practise libraries. This is a 1-year contract that started in January 2017.
  - Unlimited licenses for SuccessMaker. This is also a 1-year contract that started in January 2017.
  - All of the year 7s sat the Star Maths tests in January and June 2017.
  - The practising aspect of Accelerated maths was trialled with a majority group from the 24 students on the Catch Up program. It was able to identify which students needed further intervention, which for next year, will be very useful.
- 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 Maths quizzes should be passed with 60% or more to ensure progress is made with an optimum pass rate of 85% warranting rapid progress.
- Students have re-written papers 1 (arithmetic) and 3 (problem solving, reasoning and word problems) from last year’s SATs. The majority of students in the Catch Up found comprehending the problem solving and reasoning questions challenging, especially under a 60-minute test condition. Most (if not all) of the students in the Catch Up Numeracy programme are also participating with the Literacy Catch Up interventions.

### **End of Year Progress:**

Target	Above	On Target	Working Towards	Concern
Number	1	15	7	1
Percentage	4	63	29	4

By the end of the year, majority of the students (67%) were on target. None of the students was below target and only 1 had concern. There will be classroom and prep intervention in year 8 for the 7 students who were working towards and the 1 with concern.

## **Our plan for 2017/18**

The DfE has confirmed the arrangements for Year 7 Literacy and numeracy catch up funding for 2017 to 2018. The Education and Skills Funding Agency (ESFA) will allocate funding to schools on the basis that they receive the same overall amount of Year 7 catch-up premium funding they received in 2016/17, adjusted to reflect the percentage change in the size of their Year 7 cohort, based on the October 2017 census so we expect our budget to be £17000

The number of students entitled to Catch Up support is below:

Students not meeting the expected in <b>reading (scaled score less than 100)</b>	Students not meeting the expected in <b>maths (scaled score less than 100)</b>	Students not meeting the expected in <b>reading and maths</b>
<b>50 (as compared with 65 in 16/17)</b>	<b>32 (as compared with 49 in 16/17)</b>	<b>38 (up slightly as compared with 32 in 16/17)</b>

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). 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