

Literacy and Numeracy Catch-up Premium (LNCP) Overview 2018.19 and 2019.20

Numbers of students eligible for LNCP	2016	2017	2018	2019
Number of Y7 students who did not achieve the standard in reading at the end of KS2*	76	56	50	46
Number of Y7 students who did not achieve the standard in mathematics at the end of KS2*	57	47	50	43

(* KS2 Scaled Score of 100 for either literacy or numeracy)

Objectives of Year 7/8 Catch Up Funding

- To close the gap by providing additional supplementary literacy and numeracy support thereby raising the attainment of those students entitled.
- To raise engagement in literacy and numeracy of those students in receipt of the funding particularly focusing upon reading for pleasure.
- To enhance the existing literacy and numeracy provision within the Academy.
- To identify concerns and provide targeted interventions in order to accelerate the rapidity of pupil progress in literacy and numeracy.
- To intervene quickly where an intervention is shown to fail to have impact and implement an alternative more appropriate intervention.
- To ensure parents are properly supported to understand how their child is progressing in Literacy and Numeracy and are provided opportunities to further extend and develop this learning in a home context.

Year 7 Literacy and Numeracy Catch-up Premium Overview 2019-20. Record of LNCP Spending by Item/Project. The academy received in 27,323 March 2020. Analysis is up to March 2020 due to school closure as a result of Covid-19.

Item/Project	Cost	Objective
Contribution to HLTA Literacy Salary	21,000	To secure on target attainment in English for all students with KS2 attainment below the expected standard by July 2019. To ensure that all students are working at an ARE by the end of Year 8.
Literacy Lead TLR	2000	
Lexia Programme	584	
Accelerated reader annual cost	2878	To improve the number of students within chronological reading age, allowing all students to adequately access the secondary school curriculum.
DEAR Programme	7947	
KS2 Maths Lead TLR	2.500	To secure on target attainment in Maths for all students with KS2 attainment below the expected standard by July 2019.
Contribution to Maths HLTA salary	25,000	To ensure that all students are working at an ARE of grade 4 by the end of Year 8.

Please note that costs have been part funded by the catch-up funding grant and topped up by pupil premium funding.

Summary of LNCP spending reading 2019.20

Context: We tested every Year 7 (current Y8) student using the NGRT test (3a) in September 2019. The results indicated that of 46 students entering Year 7 were reading within 6 months of their chronological reading age 16 arrived at the Academy in September 2019 with a reading age of 8 or under.

Summary of Actions Taken Literacy 2019.20

Reading intervention

- Year 7 = 46 students enter the Academy with a scaled score <100 in reading. They have been assessed using the NGRT tests and those students with a reading age below 9.06 are receiving 30 minutes Lexia Intervention a day. Engage with parents at Year 7 Curriculum evening.
- Year 8 = 21 students who have a reading age below > 9 receiving 30 minutes of Lexia intervention a day.
- Year 9 = 6 students in Year 9 still have a reading age >9 receiving 30 minutes of Lexia intervention a day.
- Students reading below 8 receive additional weekly small group intervention. (reading comprehension and spelling strategies.
- Where intervention (Lexia) hasn't worked. (11 Students in Y8 and 4 in Y9 are trialling a new programme called Lexia Power Up – Systematic Teaching of phonics.
- Introduce the DEAR programme.
- Review the quality of the book's students are reading and introduce a 'Reading Challenge' to get students reading a high calibre literature. Grant (£6,000)
- Launch the big read and big write across the curriculum.

English Intervention

- Cross reference with students who are on Lexia programme. Form groups have been re-shuffled for HT2 and there are now distinct reading and English groups for Y8 and Y9.
- Year 8 students who were at ARG 3 to be placed in intervention form groups to boost to ARG 4 by Christmas.
- High quality T and L across all classes ensuring all teachers are aware of focus group students in their classes. Students in focus and catch up cohorts will be included in KS3 departmental W/S each week. W/S will include comparison of the quality of work in books from intervention groups in comparison with those who are not. Implementation of UL curriculum ensures consistency in knowledge and skills taught, whilst staff are expected to differentiate effectively for their individual classes- this will be monitored through W/S and planning in staff folders in Teams.
- Ensure seating plans are supporting these pupils
- Use of UL KS3 Resources.to support intervention. Use of starter grid to revise prior content and to identify and close gaps in knowledge from any missed learning in year 7 from QLA of focus group students' assessments.
- Do Now's are used every lesson to revisit prior knowledge and build on new knowledge introduced so far in Year 7. Gaps in knowledge identified through WCF should be addressed through Do it now's as we move through the academic year.
- Effective work scrutiny to inform teaching and interventions for all focus group students.

Summary of Impact

***Note that the way that the academy analyses data changed for 2019.20 to previous years to fit in with trust wide performance data. For mid-year assessments student performance was interpreted using average score data. More detailed end of year assessments did not take place due to school closure.**

Reading Headlines:

*Progress of students entering the academy with a reading age below 9 years.

Year Group	On entry to the academy RA >9 years	January 2020 RA > 9 years
Year 9	31%	5%
Year 8	25%	9%
Year 7	22%	18% *One term.

Reading Intervention (Lexia) - Term 1

- Year 7 on average made 13 months progress.
- Year 8 on average made 7 months progress.
- Year 9 on average made 8 months progress.
- 14 students have graduated Lexia because they have caught up to their peers.

Catch-Up Literacy

- The average reading age of the Year 7 catch up cohort in September was 9:04 - it is now 9:07.
- The average reading age of the Year 8 catch up cohort in September was 10:04 - it is now 11:00.

Literacy Action Plan 2020.21

Catch-up support for students working below the expected standard	Data: Use NGRT results to collate data at key points during the year. Identify KS3 intervention cohorts & monitor impact.	Lexia: Students to be extracted for 30 minutes per day and a fortnightly timetable created avoiding core subjects where possible.	Priority Students: Students who are not making the expected progress, or with a reading age below 8:00, will receive additional interventions.	Tutor Time Groups: Students to be extracted during morning tutor time to receive additional intervention and key worker time.	Direct Instruction: A group of students to trial direct instruction to improve their decoding and comprehension skills.
Literacy in every classroom and every subject	Research: EEF guidance and National Literacy Trust involvement have informed actions.	Vocabulary: Disciplinary literacy and instructional language have been a focus for CPD and QA.	BIG WRITE programme: Introduced in target subjects to develop reading and extended writing	TEDS: Teacher Educators to support subject leads with disciplinary literacy.	Oracy: Develop high quality spoken language in the classroom focusing on questioning and student responses initially.

Cultivating a whole-school love of reading, words and grammar	DEAR: Whole school reading strategy (From Feb 2020) to bridge the reading gap and develop a love of reading.	Accelerated Reader: All KS3 to participate to develop as independent readers.	Reading Pathways: Reading is at the heart of the school and there is a pathway for each student no matter the ability.	Subject Reading Lists: Humanities are trialling a subject reading list and the library will have a 'subject of the month' feature.	Engagement: Engage students through a calendar of reading events and visiting authors.
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Next Steps (See full plan in Covid Curriculum Recovery Plan KS3)

- 33 students in Y8 have assessed as having reading age of below 9.06 years from NGRT tests sat in January.
- 20 students who were ranked as entering the academy with the lowest KS2 scores in reading and who have struggled to make appropriate progress during Lexia sessions in Y7 identified for DI Reading. 14 students who were making progress last year but with low CRA to continue with Lexia provision. These students will be assessed to ensure the most appropriate DI programme is selected for reading age.

Intervention	Numbers	PP	PP/SEND	SEND
Lexia	14	4	0	0
DI Literacy	20	14	3	3

- Students reading below 8 receive additional weekly small group intervention. (reading comprehension and spelling strategies).
 - **Pupil Premium:** Use data to identify any achievement gaps between PP and non-PP looking at gender/SEND to inform interventions.
- Year 8 students to sit baseline assessments before HT1. Assessments will provide age related age and produce a diagnostic against 3 essential skills. These will be communicated to parents and homework set for all students around the three skill areas.
- Launch a tutoring programme from November for (20 tbc) students working below age related expectations that are not already receiving intervention. Investigate tutoring options available for catch up English cohorts. Students identified as requiring support, that are not prioritised for DI and lexia group to be ranked in priority for tutoring (20% of disadvantaged cohort).
- Tutoring staff to attend 1-hour CPD with UL English Advisor prior to tutor sessions.

Summary of LNCP spending numeracy 2019.20

Context: 46 students who achieved a Maths score of below 102 in Y7 entered the academy in September 2019. These students will be eligible for targeted numeracy intervention. 18 students in Year 8 who are yet to meet age related standards of 2 in Maths will also receive targeted numeracy intervention.

Summary of Actions Taken Numeracy

- 46 students who achieved a Maths score of below 102 to receive numeracy intervention through a programme of Maths fluency intervention through HLTA. Started in September, 17 students with scaled score <95 received two hours extraction. Students >95 to 100 received intervention through 2x form time sessions. (40 mins per week).
- 18 catch up students in Y8 that did not reach age related grades of 2 receive one hour's additional fluency maths support each week. 1-hour extraction and 1 hour supported support within Maths lesson. Direct Instruction from February 2020.
- Direct Instruction (A new programme advocated by United Learning) launched with catch up students in Year 7 in February 2020. Training undertaken by 2ic and HLTA trained in the delivery of the programme. The programme started successfully and was received positively by staff and students.
- 18 catch up students in Y9 that did not reach age related grades of receive one-hour small group intervention each week. 1-hour extraction based on SOL for Y9 and 1 hour supported support within Maths lesson.
- Use of UL KS3 Resources to support intervention and new programme developed so that intervention sessions reflect and review the Scheme of Work.
- Use of starter grid to revise prior content and to identify and close gaps in knowledge from any missed learning in year 7 from QLA of focus group students KPI assessments.
- Effective work scrutiny to inform teaching and interventions for all focus group students and consistency of curriculum delivery.
- Students in intervention groups attended interactive 'live lessons' online via Teams during the period of school closure where they received support from HLTA and maths teachers.

Summary of Impact.

Catch up group

	4+ HT1	4+		5+ HT1	5+		7+ HT1	7+	
Y7	17.1%	31.7%		2.4%	9.8%		0.0%	2.4%	

Catch up group

	4+ HT1	4+		5+ HT1	5+		7+ HT1	7+	
Y8	10.0%	22.0%		2.0%	12.0%		0.0%	0.0%	

Focus group

	4+ HT1	4+		5+ HT1	5+		7+ HT1	7+	
Y8	20.0%	33.3%		6.7%	23.3%		0.0%	0.0%	

Data correct as of January/February 2020

- **Year 7:** 32% of Catch Up students working at ARG in Maths compared to 17% in Half Term 1 and 0% EOY6
- **Year 8:** 22% of Catch Up students working at ARG in Maths compared to 10% in Half Term 1 and 0% EOY7, 33% of Focus Group students working at ARG in Maths compared to 20% in Half Term 1 and 0% EOY7

Next Steps (See full plan in Covid Curriculum Recovery Plan KS3)

- Select and deliver Direct Instruction numeracy to a group of 20 students in Y8. All students are entered the academy with KS2 maths results >95. These students have been prioritised from mid-year assessments as those struggling to make improvements in numeracy. Students will be assessed in first two weeks to ensure the correct DI programme is selected.

DI Literacy	Numbers	PP	PP/SEN.vD	SEND
Year 8	20	9	3	7

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Contribution to Maths HLTA salary	25,000	To ensure that all students are working at an ARE of grade 4 by the end of Year 8.
Please note that costs have been part funded by the catch-up funding grant and topped up by pupil premium funding.		

Summary of LNCP spending reading 2018.19

Context: We tested every Year 7 (current Y9) student using the NGRT test (3a) in September 2018. The results indicated that 52% of students entering Year 7 were reading within 6 months of their chronological reading age. 41 students (25%) arrived at the Academy in September 2018 with a reading age of 9 or under; this cohort were selected to participate in an intervention programme which included:

Summary of Actions Taken Literacy

- 60 minutes of Lexia per week led by our HLTA. From January, this increased to 30 minutes four times per week, more than the recommended 100 minutes.
- 60 minutes of small group intervention led by our HLTA for students reading below the age of 8.00 – this included reading comprehension and spelling
- One hour of ‘Accelerated Reader’ in the library every two weeks
- Two mornings of reading focus in Tutor Time
- 14 students were selected to attend a reading group in Tutor Time (led by the Literacy Co-ordinator and Year 9 students who acted as ‘Reading Ambassadors’) which included an extra morning of reading focus with a reading buddy
- Handwriting intervention sessions for those referred to the SENCO/HLTA
- A whole-school focus on explicit vocabulary instruction for Tier 3 words after an INSET led by the Literacy Co-ordinator in November

Summary of Impact

***READING**

The % of the Year 7 (current Y9) Catch Up students reading within 6 months' chronological age increased to 27%. Intervention halved the number of students reading below a reading age of 9. From 41 in September to 21 in July (including 2 new starters). The Catch-Up cohort made on average 17 months of progress in their reading ages.

Year 7 % students unable to access the curriculum (< 9yrs)		Number of students
Sep-18	25%	41
July-19	12%	21*
*Including 2 new starters		

*English Catch Up

In Year 7 (Current Y9) 23.5% of the cohort were at age related expectations. With 80% at least reaching ARG 2+.

Year 7 'Catch Up' Cohort July 2019	Number of Students (On roll in September)	Number of Students (On roll in September)
'Catch Up' Achieving ARG 2+	41/51 (39/48)	80.4 (81.3)
'Catch Up' > 1+ Grade from beginning of Y7	19/48 (18/47)	39.6 (38.3)
'Catch Up' > 2+ Grade from beginning of Y7	5/48 (5/47)	10.4 (10.6)

Next Steps (See full plan in Covid Curriculum Recovery Plan KS3)

- 23 Y9 students who have a reading age below > 10.3 receiving 120 minutes of Lexia intervention per week. These students were making progress on the programme last year and are classified as catch up students.

Intervention	Numbers	PP	PP/SEND	SEND
Lexia	23	15	6	6

- Year 9 students to sit English baseline assessments before HT1. Assessments will provide age related age and produce a diagnostic against 3 essential skills. These will be communicated to parents and homework set for all students around the three skill areas.
- Launch a tutoring programme from November for at least 20% of PP students working below age related expectations that are not already receiving intervention. Investigate tutoring options available for catch up English cohorts. Students identified as requiring support, that are not prioritised for DI and lexia group to be ranked in priority for tutoring (20% of disadvantaged cohort).
- To match up students who are not at ARE in both English and Maths. Prioritise these students for tutoring. 32 Students who are ARG 4+ Maths but not English (12 are 7+ Maths but >4 English)
- Tutoring staff to attend 1-hour CPD with UL English Advisor prior to tutor sessions.

Summary of LNCP spending Maths 2018.19

Context: 50 students in Year 7 entered the academy in September not meeting the national standards in Maths. This cohort was selected to participate in an intervention programme which included:

Summary of Actions Taken

- Specific Intervention with HLTA for numeracy through the rainbow maths programme.
- 'Catch up' parents evening in October 2018 and March 2019 targeting 'catch up parents and students'. Emphasis on how to support students at home. Promotion of Hegarty maths and homework.
- 'Focus' form groups created from January to provide extra support from specialist Maths teachers for students continuing to struggle to achieve ARE. Students take part in targeted fluency activities derived from careful QLA of assessments two/ three mornings a week.
- An additional teaching group for students with additional SEN, social, emotional and mental health needs.
- Additional support with-in lessons for those students not meeting KS2 ARE.

Summary of Impact

In Year 7 21.6% of the 'catch up' cohort are now are ARG 4+.

Y7 December 2018 (Maths only) Category Maths	Number of Students (On Roll in September)	% of Students (On Roll in September)
'Catch up Cohort' Achieving ARG 2+	33/49 (32/48)	67.4 (66.7)

Next Steps:

- Year 9 students to sit Maths baseline assessments before HT1. Assessments will provide age related grades. Classes will be re-settled at HT1 and ARG communicated with teachers allowing teachers to personalise planning for students.
- Baseline assessments will be used to plan tutoring groups.
One to one small group tuition for match up students who are not at ARE in Maths but are in English (This is currently 10 students)