

Year 7 Literacy and Numeracy Catch-up Funding Report 2017-2018

The Department for Education provides additional funding to support year 7 pupils who did not achieve expected levels in reading and/or maths at the end of key stage 2. Previously schools have received an additional £500 for each pupil in year 7 who did not achieve at least level 4 in reading and/or maths at the end of KS2.

In 2017 – 2018 Northampton School for Girls received £17,584 in catch-up funding. This additional grant was primarily used to target support in small groups and for individualised provision in reading and numeracy. This gave the opportunity for extra support in these key areas whilst enabling students to remain within their teaching groups for whole class teaching in mathematics and English. In mathematics, students were taught in their (mixed-ability) tutor groups for the first half term and then placed into sets; in English students were taught in their tutor groups.

The school also continues support for students in Year 8. Whilst this is outside the remit of the catch-up funding, it is important that the learning journey of the students who require a further year of intervention is recognised, and is included here for information.

Literacy Intervention

Year 7

Students were selected based on their KS2 data and Reading age. Those identified were divided into three groups: Lit 1 (weak phonics), Lit 2 (some phonic work and comprehension/inference required) and Lit 3 (increase vocabulary, comprehension/inference required). Numbers were limited in each category due to teaching capacity. Students were also screened using the PIXL phonics screener, took the Hodder Reading test and a miscue analysis to confirm area of need.

Students receive 1x50 minute intervention lesson with a reading log homework and were listened to in the library lesson either by Literacy LSA or sixth form with book marks to focus their attention on a skill area identified from the miscue analysis.

In addition students who were identified as having a reading age (RA) 2 years below their chronological age but for whom there may not be withdrawal capacity or are only 1 year below chronological age (CA) are also listened to in these lessons.

Students who made progress and closed the CA/RA gap were removed from intervention following discussion with the Intervention Teacher, SENDCo, English Teacher and Literacy LSA. Students graduating remain on watch and may become part of the Wave monitoring/intervention system for the Renaissance Reading Scheme.

The results of the Renaissance scheme were monitored to ensure any students highlighted as “on watch” or “intervention” were either placed on small group intervention or spent time with the literacy LSA in library lessons.

43 students took part in intervention, by the end of the year 52% (22/43) of students had graduated and would not require intervention in Yr8. 1 student left in November 2017.

Literacy 1

50% (5/10) students will move to Literacy2 in Year 8. Progress ranged from 4- 22 months. Initial RA range was 6.11 - 9.00 and the final RA range was 7.09 - 10.07. There was an average gain of 6 months with this group.

Literacy 2

42% (5/12) students will move to Literacy3 in Year 8. Progress ranged from 7-26 months. Initial RA range was 8.08 - 11.0 and the final range was 9.01 -11.10. There was an average RA gain of 13.7 months.

Literacy 3

84% (16/19) of this group graduated completely. 16% need to continue to consolidate skills learnt. Progress from 7 - 47 months. Initial RA was 9.06 - 11.10 and final range was 10.10 - 16.06. There was an average RA gain of 18.7 months.

It should be noted that all groups had an increase in the comprehension component of the Hodder Reading test.

Year 8

Initially 8 students who had received Literacy intervention in Year 7 were identified to continue. Following the review of the December RA for all Tutor groups 72 students were identified as having a RA of less than 12 years. Further investigation produced a list of 51 students who were priorities for action. Conversations took place with Heads of Year and it was agreed that those students whose reading age had dropped would be spoken to. Other students would receive a reading mentoring target and Tutors would be asked to listen to students in Tutor time; this had proved effective in a trial with a Tutor group, with 1 student who was also on intervention gaining 33 months. Additional intervention became possible due to the successful promotion of Numeracy intervention students and freeing the Intervention teacher to begin Literacy intervention as well

The students were in two groups:-

- a) RA less than 10

21 students. 5 already on intervention. Of the remaining 16 students 10 began intervention W/c 26/2 and 6 were placed on library listening. It was recommended that all students received a mentoring reading target.

b) RA less than 11

30 students. 4 already on intervention. 6 commenced intervention w/c 26/2 15, library and Tutor listen and 5 to be mentored by Head of Year as their RA dropped.

Original Students

100% made progress ranging from 12 - 24 months. The reading age range at the start was 6.06 - 10.04 and at the end was 8.03 -12.10, with an average gain of 16 months (range 6 - 24 months).

Second Group

100% of the students made progress ranging from 5-25 months in the 4 month period. RA at the start was 8.11 - 11.04 and at the end was 9.07 -14.09, with an average gain of 6.5 months (range 1-41 months).

It should be noted that both groups had an increase in the comprehension component of the Hodder Reading test.

Library Support.

Students were identified for additional library lesson support via their reading age and through discussion with their English teacher. Each student completed a miscue analysis to identify a target area to work on and were issued with a book mark prompt and worked with the LSA on these skills in their library lesson. This covered 50 students in Year 8 and 78 students in Year 7.

In both Years 100% of students increased their ZPD for reading and comprehension by 1.6 pts Year 7 and 1.5 points Year 8.

Future

1. Maintain the system with assessment points and style. The Hodder system gives an additional breakdown of progression in individual components.
2. Increase liaison with Renaissance scheme and class teachers as RA has been variable and students should be aware of the need for retesting and a programme put in place, perhaps reading logs issued for Parents to sign if RA falls.
3. Make more use of the SGP (Standard Growth percentile) as a measure of progress for weaker readers as this measures rate of progress from their start point.
3. Work with ABY to develop Tutor time reading and comprehension to increase Literacy and connect with Thinking Hard. This is key to minimising the impact of poor literacy, especially for those students who would still have weak literacy in YR9.

4. Continue to develop the 3 stages, with an adjustment for Year 8
5. Continue to develop progress assessment system for library intervention.

Numeracy Intervention

Mathematics Year 7

Students were identified from their KS2 Data and the PIMs test taken at the end of Year 6. 42 students began intervention although 1 student left NSG in October and 3 were promoted out of intervention. By the end of the May 65.8% (27/41) students had graduated from intervention. Of the 14 students remaining in intervention in July only 8 will continue on intervention into Yr8. At the end of the year 80.5% (34/42) successfully completed intervention.

Students on intervention had an average of 2.8 NC sub levels of progress which is greater than expected.

	Number of students	Promoted	Left	Joined
September	42	0		
October	42	3	1	
December	38	11		
February	27	8		1
March	20	3		
May	17	2		
June	15			

Mathematics Year 8

Students were identified from the end of Year 7 intervention. By the end of May 73% of students had graduated. Students had an average 4.4 NC sub level gain. In addition a morning maths club was run by the Maths LSA for targeted students in Key Stage 3.