

Year 7 Literacy and Numeracy Catch-up Funding Report 2018-2019

Funding

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 2018 – 2019 Northampton School for Girls received £17,343 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.

Intervention Report for September to June 2019

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 bookmarks 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) were also listened to in these lessons. Students who made progress and closed the CA/RA gap graduated 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” either were placed on small group intervention or spent time with the literacy LSA in library lessons.

Students listened to in the library regularly had their bookmarks changed to reflect their primary area of need. A comprehension check system for these students began to be developed.

At the end of the year, students on intervention were reviewed and those who had not graduated will continue to receive the style of withdrawal intervention as outlined above.

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Year 7 Literacy

The results are shown in table 1.

It should be noted that overall the Reading Age ratio gain (RARG) was 2.3, which indicates the success of the programme (Literature gives a RARG of 2 or more as success). The average gain across all three strands was 12.8 months. One student made a gain of 43months, with 60% making a gain of more than 12 months.

In addition 45 students were miscued and listened to in library lessons. They were also provided with bookmarks to guide reading. This included 17 who were on withdrawal intervention.

Students RA were reviewed and an additional 11 students began intervention in March and their results are included in this report.

If students did not make progress they were asked to resit the test. In all instances they gained between 4 and 13months (dyslexic student now wearing correct glasses).

Over the year 45% of students graduated from intervention completely. 25 will continue in year8 but move up to Literacy 3

Table 1

Category	Number of students	Start RA range	End RA range	Range of months progress	Average Months Progress
All	41	7.10-12.09	7.09-15.06	-2 to 43	15.03
PP	10	8.11-12.06	9.08-15.06	2 to 36	16.5
Non PP	32	7.10-12.09	7.09-13.08	-2 to 43	15.0

Year 8 Literacy

The results are shown in table 2

27 students continued to receive withdrawal intervention across the 3 strands.

It should be noted that 26% made a Reading Age ratio gain (RARG) of 2.3, demonstrating the continuing effectiveness of the programme. 15% of students made a gain of 2+ years. One student made a gain of 30 months.

Additionally, 68 students were miscued and listened to in library lessons. They were also provided with bookmarks to guide reading, this included those on withdrawal intervention.

Table 2

Category	Number of students	Start RA range	End RA range	Range of months progress	Average Months Progress
All	27	8.02-12.10	8.04-13.08	-4 to 34	10.4
PP	7	9.03-12.10	9.07 -13.07	-4 to 10	4.1
Non PP	20	8.02-11.05	8.04-13.07	-3 to34	12.7

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7 students graduated from Literacy 3. 3 students graduated from Literacy 2. Following a review of the end of year data it became clear that the students who were in Literacy 1 but were now beginning to make progress would need to continue intervention in Year 9.

It should be noted, that in addition to the quantitative data the success of the scheme is demonstrated by student voice in terms of comments expressing how they enjoy reading now and are recommending books to each other (reading wall). Other comments have been "When did the news get so interesting?" "it's such a good book, I am planning on reading the series"



Numeracy Intervention

Students were identified from either intake, or end of year 8 data. They followed a bespoke programme covering the basics of numeracy in a hierarchical order of skills and concepts. Graduation occurred once a student reaches level 4a/5c, depending on the year, their year library and discussion with the SENDCo and maths teacher to ensure transfer of skills to the standard curriculum.

Year 7 Numeracy

The results are shown in table 3

Year 7 Students were identified from their KS2 Data and the PIMs test taken at the end of Year 6.

40 Students began intervention. 1 student left the school. In total 75% of students graduated over the year (7 students graduated in November, 8 in December, 6 in February, 2 in March, 2 in May, and 4 in June). Average gain was 2.7 nc sub levels, with 57.5% making 3 or more sub levels, 12.5% made 5 or more sub levels. The remaining 25% will continue in intervention in Year 8. However, it should be noted that their average gain was 3 sublevels (1 full NC level) of progress. A breakdown of the results are given in table below

Table 3

	Number of students	Sept NC level range	June. NC level range	Average NC sub level gain
All (PP+Non)	40	2a-4a	2a-5c	2.75
PP	7	3a-4a	4b-5b	3.6
Non PP	33	2a-3c	3a-5b	3.6

Year 8 Numeracy

The results are shown in table 4

Year 8 Students were identified from the end of Year 7 intervention.

13 students began intervention. Their NC levels were 2a-4b. The Average gain over the Year was 2.25NC sub Levels with a range of 3b-5b. 5 students had graduated in phases over the year with an average gain of 2.2 NC sub levels over their time in intervention. Over the period 41.6% made 3+Sub

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levels of progress and 58.3% made 2+ sub levels. A breakdown of the results are given in the table below:

Table 4

	Number of students	Sept NC level range	June. NC level range	Average NC sub level gain
All (PP+Non)	13	2a-4b	3a-5b	2.25
PP	2	2a-3a	3a-4b	2.5
Non PP	11	2a-3c	2b-5b	2.2

Going Forward 2019/20

1. The style of intervention for year7 & 8 will continue. The discussion and type of book used for joint reading in the intervention sessions in Literacy 3 will be closely aligned to that of the English curriculum to provide additional support and structure.
2. The comprehension checks for the library listening will continue to be refined.
3. In April a trial of a computer-based Reading intervention began with a small group of year9 students. As students can access this without being removed from lessons a longer-term trial will continue.
4. The review of the reading ages (RA) required for access to GCSE material across subjects and boards determined the base RA to be 12 years 6 months. Following the year 9 reading tests in June 2019 a number of students were identified as below this age and requiring additional support / intervention. In addition, some year 8 students did not graduate of the intervention programme (Lit 1to Lit3) and will continue to receive support.

The intervention scheme is being extended into Year 9 & 10 as follows:

1. Students with a RA 10-12.6 will use the computer programme IXL, use a Reading Log and read and discuss topics with either a 6th former or an English teacher.
2. Students with a RA less than 10 years will receive withdrawal intervention. This will focus on increasing vocabulary using prefixes, suffixes and root words and reading / discussion for comprehension and inference.
3. RA will continue to be assessed using the Renaissance Reading programme that operates in year 7 & 8. This will also enable students to access reading material at an appropriate level.
4. Numeracy intervention teacher to continue to run Literacy groups when timetabling allows to increase capacity.
5. The strategies generated from the GL assessments completed on transfer day for new year 7 to be shared with all staff to aid QFT.
6. Work will take place to further measure targets and highlight effectiveness of intervention programmes and generate reports from SIMs.