



LITERACY AND NUMERACY CATCH-UP PREMIUM 2018-2019

The Department for Education (DfE) continues to provide additional funding for students in Year 7 who have achieved below age-related expectation at the end of KS2. The funding focuses on students who have failed to meet the national standards in literacy and numeracy.

2016 saw significant changes to how students were assessed at the end of KS2, with outcomes measured against national 'scaled score' standards rather than National Curriculum Levels. Students attract funding where they have not achieved the national standards (NS) or are below standard (BS) in Reading/GPVS and/or Mathematics.

The purpose of the additional funding is to provide opportunities for students to catch up with their peers as quickly as possible in relation to their literacy and numeracy skills. Funds are allocated based on the number of students who do not achieve age-related expectation or above in the Y6 SATS, with an additional link to the number of students on roll in the year group.

Funding allocation 2018-2019

Aston Academy received £19,464 in additional funding in the 2018-2019 academic year, in relation to the number of students recognised as not achieving age related expectations in literacy and/or numeracy at the end of KS2. This was a small reduction on the amount revived in the 2017-2018 academic year, where Aston Academy was awarded £20,424 (source: DfE website).

Review of Literacy Catch-Up 2018/19

Of 28 Y7 students who had not met age expected performance in literacy, 4 accessed the '7P' curriculum which focuses heavily on the basic building blocks of literacy and numeracy. 7P Students are taught in a much smaller group enabling more intensive in-class support. Teaching Assistant support is deployed consistently across 7P lessons by the Inclusion faculty. The remaining 24 students are also taught in smaller than average groups limited to 24 students with TA support in the majority of lessons. 16 were identified as requiring additional support via withdrawal from their timetabled lessons.

Reading Intervention Strategy:

Brief pen-sketches of each of the students were gathered from their English teachers. Staff were asked to carefully consider the progress students were making in reading and writing along with any limiting factors that held them back from fully accessing the English curriculum. It was decided that reading would be the first focus. 15 of 32 students were targeted for withdrawal from lessons for small group reading intervention. The 15 students identified for immediate extra reading intervention were those taught in the lowest attaining English set. The aim of these weekly intervention sessions were to:

- a) Increase reading fluency and confidence
- b) Increase comprehension levels (as measured by standardised NGRT tests)
- c) Provide positive experience of shared whole-text completion (as measured by student voice)
- d) To enable further diagnostic notes of weaknesses in reading and feedback to teachers of these pupils
- e) To increase the 'miles on the page' (Lemov, Ashford, Reading Reconsidered, 212-218)

Rationale:

These students needed more access to shared reading: an expert, adult reader leading the session in a nonthreatening environment where the students can concentrate solely on the text being read. Doug Lemov in Reading Reconsidered refers to the coverage of 'miles on the page.' Quantity of text covered matters enormously in increasing reading speed. Led in a small group by experienced staff through shared, high quality, continuous texts (short, accessible but challenging novels) the student will access an extra 1-2 hours of reading per week, supported by communication with home every Wednesday (initial letter, supported by weekly KKS message) – encouraging a short period of shared reading that evening too.

The success of the programme in shifting self-perception as readers was dependent on the positive sell of reading to students – postcards, praise, prizes.* This will require more intensive communication with parents/carers in the 2019/20 academic year – beginning with an intervention 'launch' event in the first week of Half Term 2.

Questions would require only an oral response – minimal writing, maximum reading.

The texts needed to be high-quality and age appropriate with sufficiently rich language to enable questioning.

*Review point – some funding allocation to refresh texts in readiness for 2017-18 academic year.

‘Ruler reading’ (Lemov, Ashford, Reading Reconsidered pages 212-218) – exerting ‘friendly pressure’. All students were expected to track text along with lead reader and be ready to pick up the reading aloud. These weekly sessions take place in the library and are usually led by Karen Jones following initial training by Mike Kilgannon.

Impact:

Students sat an NGRT test at the beginning of a 10 week programme and were re-tested in the final session. The final session also allowed for some completion of student voice.

The students’ average NGRT Reading score in January was 85.75

The students’ average NGRT score at the end of the programme was 89

NOTES

All students who completed the intervention sessions improved on their NGRT scores. This was a supplementary reading programme which supported the focus on reading in all curriculum areas. Along with student voice, however, this does offer evidence of progress and increased engagement with reading.

The more frequent testing built into the 2018/9 model along with a designated staff member to closely track student progress and maintain parent/carer liaison linked to reading saw an increase in the rate of progress.

However, moving into next academic year we will be supplementing the NGRT data with the Rising Stars PIRA programme to enable closer tracking of progress in smaller increments, using the equivalent PUMA programme for the mathematics.

Further review:

Student voice proved useful in reviewing engagement with the programme and selected text. While all students either ‘agreed’ or ‘strongly agreed’ that they were now more confident to read aloud in class, none agreed that their reading habits outside of the programme had changed. This can now be addressed with further communication with parents/carers of these students and of the 2019/20 cohort. An additional information evening for Y7 parents/carers – ‘Supporting Your Child with Reading’ was supported with reading lists and guidance for how to encourage regular

reading outside of the academy day. Following the primary school model, Aston Academy must continue to encourage more rigorous monitoring of weekly reading in addition to ELT – with parents/carers and teaching staff working in collaboration to ensure sufficient time is spent reading. Additional reading time is now incorporated into the extended daily tutor period (10.55am-11.20am). Parent voice response to this event was excellent with an immediate impact on school library loans and home reading in Year 7.

Common across all student voice responses to the 2017-18 reading programme was that the book “was dragged out too long”, that the book was “good at first but it took us too long to read” and that it was easy to forget the drive of the narrative between sessions. This suggests that twice weekly sessions (Wednesday afternoon, Thursday morning) over a shorter period would have more impact on the students’ level of enjoyment and engagement. This was accommodated in the 2018-9 programme and student voice reflected that this was positively received.

A book of literacy resources commonly used across the cohort (staff can accelerate through or revisit sections as needed) has been created. This will form the bedrock of the time spent in the Literacy Intervention room and be supported by additional reading completed in the library and at home.

Review of Numeracy Catch-Up 2018/19

In 2018/19, 32 students were identified based on their KS2 entry profiles, specifically based on their weaknesses in Maths. To benefit fully from the funding allocated to this programme, the students were categorised into 2 specific groups.

Group 1 (10 students) – Students benefitting from enhanced teaching in 7P cohort including additional teaching hours of Maths, compared to rest of Y7 cohort. Taught by fully-qualified subject specialists, these students also benefitted from a significantly reduced class size, additional staffing (Teaching Assistants) and funding for manipulatives to support their learning (where required).

Group 2 (17 students) – Students benefitting from additional intervention time to support with aspects of basic numeracy and specific skills linked to their individual performance on KS2 assessments. This time is delivered by the Numeracy and Literacy coordinator in a dedicated catch up classroom. Teaching is taught in small groups, taking place during the extended tutor time, during lesson time, lunch time clubs and at after school sessions. Students usually access this support for 10 weeks, although some who require additional support have accessed this for a slightly extended period of time.

In addition to the additional staffing and resources, students also had access to their own copy of a key workbook: “KS2 Mathematics - Arithmetic SATs Question Book (Collins)”.

Progress Measurement and Impact

All students were given a baseline assessment of a set of basic skills. Both groups were formally assessed at the end of each term on their retention of key skills. Group 2 also were assessed throughout with their achievement on the more extensive set of ‘gold essential skills’ covered in their catch up workshops. The basic set of skills have been collated by an experienced Head of Faculty who was involved in the national KS2 assessments from 2016 to 2019. The same assessment was conducted at the end of the programme. In group 2, all 17 students completed the programme.

Across both groups, the results show that progress has been made on the retention of skills required to answer ten key skills:

- Baseline test (Sept 2018). Average score = 1.2 out of 10
- End of programme test (May 2019). Average score = 5.1 / 10

There remains further work to do with this cohort, however, progress was made and students in the catch up groups were also able to start applying their newly-retained skills to a problem-solving style of questions. Teachers reported that the gap between their own achievement and abilities, and that of their peers, was narrowed.

To complement these results, a series of student discussions have taken place to evaluate the programme. Feedback was very positive from all students:

- “I could not do it before, not even in primary”
- “I like the new way of multiplying numbers”

Next Steps

The skills covered have been fully embedded into schemes of work, starters and at other points during lesson time throughout Key Stage 3 – this took place in summer 2019. The assessment used to monitor progress in year 7 are now being used in year 8 to ensure that students continue to make progress and do not regress on any skills. To further support the formal monitoring of progress, the Academy has invested in a new package for the new academic year; see below for further information.

Literacy and Numeracy Action Plan for 2019-20 Academic Year

The programmes for 2019/20 will run in a slightly modified way. A dedicated literacy and numeracy coordinator, based within the inclusion team, will continue to lead on catch up programme throughout the academic year. This support will be supported by TLR/UPS post holders in both English and mathematics. The Academy has invested in an exciting, new teaching and assessment model for the new academic year. This model, which has been a great success in schools across the country, will bring an ability to better measure progress at finer levels of increment. For literacy catch up, the Academy is now using the PIRA package, and in mathematics, the PUMA package is being used. Early indications suggest that the new packages are better placed for addressing students’ individual needs. The coordinator is ensuring links between the two programmes (literacy and numeracy) are continuing to be embed.

For any questions about the contents of this report, please contact Michael Kilgannon at michael.kilgannon@astonacademy.org (literacy) or James Duncan james.duncan@astonacademy.org (numeracy).

Appendix A

	Numeracy Programme – List of Basic Skills
1	Adding using column addition
2	Subtracting using column subtraction
3	Doubling 2/3 digit numbers
4	Adding decimals
5	Recall of times tables
6	Understanding of division
7	Multiplying by multiples of 10
8	Recall of square numbers
9	Ability to work out 10%, 20% and 5%
10	Use of lattice grid for multiplying digits