



Horizon Community College

**The Year 7 Literacy and Numeracy Catch-up Premium Report
for the Academic Year 2018/19
&
Provisional Spending Plan for the Academic Year 2019/20**

'Raising aspirations for all through quality, excellence and innovation'

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1. What is the Year 7 literacy and numeracy catch-up premium?

The Year 7 literacy and numeracy catch-up premium is additional funding that the Government gives to schools.

The Government believes that the Year 7 literacy and numeracy catch-up premium is an effective way to help schools to address the additional needs of those students who did not achieve at the expected standard in Reading and/or Maths at the end of Key Stage 2 (i.e. did not achieve a scaled score of 100 or more).

The precise use of the premium is the responsibility of the College. However, it is assumed that the funding will be used to help increase rates of progress for these students and so ensure each is in a position to achieve his/her full potential.

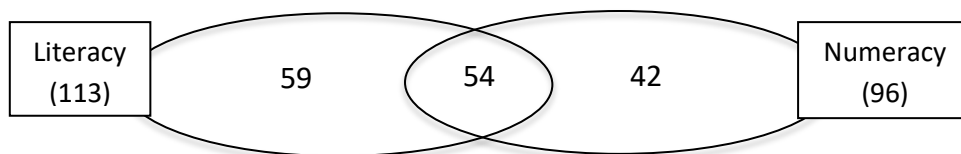
The College aims to support every student who begins Year 7 with additional needs in literacy and/or numeracy, so that they are able to access the same curriculum as their peers and achieve the outcomes of which they are truly capable. To support this aim, the team focusing on Year 7 literacy and numeracy includes our Assistant Literacy Coordinator, a member of the Maths Department who has responsibility for numeracy interventions and a member of the English Department who has responsibility for literacy interventions.

2. How is the Year 7 literacy and numeracy catch-up premium calculated?

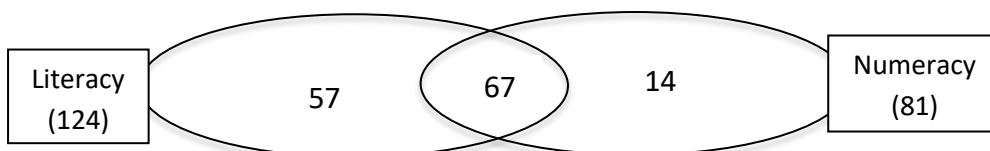
The Year 7 literacy and numeracy catch-up premium provides schools with an additional sum for each Year 7 pupil who did not achieve age related expectations (ie a standardised score of 100+) in Reading and/or Maths at the end of Key Stage 2. The figures are calculated using Key Stage 2 provisional data and the autumn school census data.

The number of Year 7 students at Horizon targeted through the Year 7 literacy and numeracy catch-up premium are:

2018-19: 155 students – actual funding: £36 819



2019 – 20: 138 students – provisional funding £37 000



This report gives details of the actual expenditure of the 2018/2019 funding and the provisional spending of the 2019/20 allocation. The finalised expenditure of the premium allocation for 2019/20 will be given in the next Literacy and Numeracy Catch-up Premium Report.

3. How the Year 7 literacy and numeracy catch-up premium is used: intensive literacy support.

During the academic year 2018-19, students in need of additional literacy support were identified using national KS2 benchmarks. Analysis of the SATs papers identified retrieval and inference skills as the priority area of need for these students. Those who achieved a standardised score of below 100 in the Reading paper were targeted through intervention within their English lessons or through a personalised curriculum based around Read, Write Inc. depending on their need.

This meant that, during the 2018-19 academic year, 113 students were targeted through additional in-class support, while, following Accelerated Reader Star Reading testing, a cohort of 43 students identified as having the greatest additional literacy needs followed a personalised curriculum based around the nationally recognised programme called Read, Write Inc. This supports an individual's needs by focusing on a range of skills from phonics, reading and comprehension through to spelling, writing and punctuation. Students were taught for up to seven hours a fortnight, dependent on their level of need, in small groups as part of their English provision.

Small groups of students, 38 in total, were withdrawn from their English provision and taught by the Assistant Literacy Coordinator on specific areas of need identified throughout the year. In addition, 70 catch up students participated in a literacy-based session with the poet Liz Million, aimed at increasing aspiration and engaging pupils using illustrations as a catalyst to develop verbal communication and descriptive language.

For the academic year 2019-20, students in need of additional literacy support have once again been identified using national KS2 benchmarks. Those who achieved a standardised score of below 100 in the Reading paper are again being targeted through intervention within their English lessons or through a personalised intervention, depending on their need. There are 124 of these students in total who fit the criteria for intervention, 86 achieved a scaled score of 90 to 99 and 38 achieved a score below 90. All students below 99 are targeted for form time intervention over the course of the year. To measure short term progress, they are assessed using Ten Minute Tests; to measure longer term progress, they are then assessed against the Y7 age-related expectations across the course of the year. A reading club is also being introduced, to target those students who need additional support with their phonics development and their decoding.

This intervention is being driven by the member of the English Department who has responsibility for literacy interventions. Regular meetings are then held with the Y7 Assistant Head of School responsible for progress.

Total actual spending for the academic year 2018-19:

- Intensive literacy support (provision and staffing) 18 819

Total provisional spending for the academic year 2019-20:

- Intensive literacy support (provision and staffing) 19 000

4. How the Year 7 literacy and numeracy catch-up premium is used: intensive numeracy support.

During the 2018-19 academic year, a cohort of 96 students were identified as having additional numeracy needs through their KS2 Maths SATs data. These students were targeted through a bespoke maths curriculum that specifically blended a catch-up programme with new learning. The Y7 scheme of learning built on Y6 objectives, with the aim of both deepening and widening existing knowledge and skills. Bar modelling techniques were used to ensure students gained a secure understanding of key objectives. In addition, small group intervention sessions were planned and delivered by a member of the maths department to ensure any skills gaps were filled. Students were assessed regularly, using Y6 Reasoning papers, both to check progress and to identify continued missed learning from the Y6 objectives. Those who achieved significantly below a scaled score of 100 were taught for eight hours a fortnight, in discrete groups of up to 11 students, as part of their Maths provision. This allowed them to readdress skills gaps from the Y6 objectives.

For the academic year 2019-20, students in need of additional numeracy support have once again been identified using national KS2 benchmarks. Those who achieved a standardised score of below 100 are again being targeted through an improved bespoke curriculum that specifically blends a catch-up programme with new learning. There are 81 of these students in total. 55 achieved a standardised score of 90 to 99 and 26 achieved a standardised score of below 90. Students with a score of below 90 are taught in one of two specific sets. These students follow a scheme of learning designed to promote catch up within their lessons. Students will be re-assessed against age-related criteria at regular intervals across the year. Students with a score between 90 and 99 have been divided into groups based on their KS2 areas of development. These groups are receiving additional form time intervention over the course of the academic year. Targeted areas of learning, as identified through the QLA process, will be tested at the end of each half term. They will also be assessed against age-related expectations at regular intervals, in line with the scheme of learning for all Year 7.

This intervention is being driven by the member of the Maths Department who has responsibility for numeracy literacy interventions. Regular meetings are then held with the Y7 Assistant Head of School responsible for progress.

Total actual spending for the academic year 2018-19:

- Intensive numeracy support (provision and staffing) 19 000

Total provisional spending for the academic year 2019-20:

- Intensive numeracy support (provision and staffing) 18 000

5. How the Year 7 literacy and numeracy catch-up premium is used:

Total actual spending for the academic year 2018-19:

- Intensive literacy support (provision and staffing) 18 819
 - Intensive numeracy support (provision and staffing) 18 000
- 36 819

Total provisional spending for the academic year 2019-20:

- Intensive literacy support (provision and staffing) 18 000
 - Intensive numeracy support (provision and staffing) 19 000
- 37 000

6. Looking at the impact of the Year 7 literacy and numeracy catch-up premium.

Schools are measured against a number of government targets, which focus on both the progress and attainment of their students. All year groups were now tracked using numerical grades, with individuals being given a 5-year flightpath on entry (assigned according to their outcomes at KS2 and separated into termly progress points). Each flight path told us how much progress an individual student should make across each term and across each year.

Academic year 2018-19:

Impact of Accelerated Reader (measures reading age in years):

Cohort:	155
Average number of additional months progress made by July 2019	3 months

Progress of catch-up students in English (achieving a standardised score of 100 or more):

Cohort:	113
Number who achieved 100+ by July 2019:	88 (78%)
Number who made expected progress or better by the end of the academic year	51 (45%)

Progress of catch-up students in Maths (achieving a standardised score of 100 or more):

Cohort:	96
Number who achieved 100+ by July 2019:	58 (60%)
Number who made expected progress or better by the end of the academic year	35 (37%)