

## **Literacy and Numeracy Catch-up - overview**

The Literacy and Numeracy Catch-up premium provides schools with an additional £500 for each year 7 student who has not met the national standard and has a scaled score below 100 at the end of key stage 2. The funding aims to provide support to accelerate the learning of identified students, enabling them to narrow the gap between their performance and that of their peers.

Intervention and support is targeted for these students using the Catch-up funding. However, students who have a scaled score below 95 will be targeted as Wave 2 and will be given additional focused support.

At Nobel our vision goes beyond just "bridging this gap" and we are determined to ensure that all students, regardless of background or prior attainment, have the qualifications and attributes necessary to succeed and reach their full potential. Our mission statement is to:

**R**educe in-school variation

**A**dvance understand of teaching and learning to support progress

**C**ommit to students and parents and

**E**MBED good character.

Nobel will spend this funding on supporting students through a variety of programmes. Students are individually assessed and given intensive one-to-one and small group tuition. Using our catch-up and study group programmes, students are supported to increase their levels and are able to access the mainstream curriculum more effectively.

The school regularly monitors the progress of these students using the plan, do, assess and review approach.

## **Funding**

Nobel received £15,866 of Literacy and Numeracy Catch-up Funding in March 2017.

Nobel School's Catch Up Profile 2016/17	
Total number of pupils in the Year 7	240
Number of Catch Up eligible pupils:	
Number of students who did not achieve at least 100 in reading	64
Number of students who did not achieve at least 100 in maths:	61
Number of students who did not achieve at least a 100 in both:	37
Amount per pupil:	£500
Total Catch Up budget expected	£18,500
Total Catch Up budget received	£15,866

### School's 'catch up' vision:

We know that everyone has the potential to improve their performance through hard work, coaching, encouragement and the development of self-belief.

Our inclusive approach provides practical support and advice to ensure that *all* students are able to access the curriculum and maximise their progress. At Nobel, we are aware that treating all students equally does not mean treating all students the same and so have a varied and bespoke system of support based on individual need.

### Summary of Provision

The school identified the following activities and support which were funded (or part-funded) as a result of the Catch-up programme:

## **Literacy**

- Lexia software literacy support programme
- ELKLAN – speech and language therapy
- Reading leaders' programme
- Additional library lesson to support and monitor reading
- One-to-one reading and comprehension support
- Weekly SPaG focus
- Handwriting practice
- Summer school
- Appointment of literacy 'champions' to act as an advocates for identified students and embed additional bespoke support
- Specialist TA support
- Spelling support programme
- Small group study support using KS3 national strategy literacy progress units

## **Numeracy**

- Students are 'set' in class according to ability
- Ninja Maths programme
- After school support sessions
- Maths Mastery programme
- Smaller class sizes
- Targeted and differentiated pre and post learning tasks
- Bespoke curriculum
- Summer school
- Appointment of numeracy 'champions' to act as advocates for identified students and embed additional bespoke support
- Specialist TA support

## Evaluation of 2016/17

	Action / Approach	Rationale	Measuring Impact	Staff Lead	Review
<b>Improved progress in Literacy</b>	Summer School	5 week programme running throughout the summer holidays – EFF Toolkit (+2 months)	End of course assessments	SENDCo and Lead TA	Annually
	Literacy Champion	Specific focus on student attainment / progress in English	Termly data drops and SLT /DoF link meetings	SLT / DoF	After every data drop
	Use of Lexia literacy programme	EEF toolkit – reading comprehension (+5 months)	Individual progress reports from Lexia	SENDCo/Lead TA	Termly
	Form time support	EEF toolkit - Individualised instruction (+2 months)	Student assessment data	Teacher/HoY	Half termly
	Whole school reading time	School ethos and action plan	Student feedback and reading age assessments	Class teacher SENDCo/TAs	Weekly
	Reading leaders	EEF toolkit – Reading comprehension strategies (+5 months)	Termly assessments	DoF / SENDCo	Termly
	Small group spellings	EEF toolkit – small group tuition (+4 months)	Termly assessments	SENDCo/TAs	Termly

	Foundation group (year 7)	Short term targeted withdrawal from mainstream MFL lessons to focus on basic literacy skills	Half-termly assessment	SENDCo	Termly
	Progress boards	Data is clearly displayed for all faculty staff to see	Improved progress for 'not yet' students	Head of English	After every data drop
	One-to-one tuition (for a very small number of targeted year 7 students)	EEF toolkit – one to one tuition (+5 months)	TA or class teacher	Class teacher / DoF	After every data drop
	<b>Action / Approach</b>	<b>Rationale</b>	<b>Measuring Impact</b>	<b>Staff Lead</b>	<b>Review</b>
<b>Improved progress in numeracy</b>	Summer School	5 week summer school running throughout the summer holidays – EEF toolkit (+2 months)	End of course assessments	SENDCo / Lead TA	Annually
	Maths Champions	Specific focus on student attainment / progress in maths	Termly data drops and SLT /DoF link meetings	SLT / DoF	After every data drop
	Maths mastery programme	EEF toolkit – mastery learning (+5 months)	Termly data drops and student feedback	DoF	Termly

	Foundation group – year 7	Short term targeted withdrawal from mainstream MFL lessons to focus on basic literacy skills	Termly assessments, data drops	DoF/ SENDCo	Termly / data drops
	Maths equipment	Ensuring students are 'ready to learn'	Reduction in GUMPE Greater participation in lessons	Class teacher	Daily
	Progress board	Data is clearly displayed for all faculty staff to see	Improved progress for 'not yet' students	DoF	After every data drop
	Bespoke curriculum	We want students to believe they 'can do' maths	Feedback from students/parents	Class teacher	Termly
	Ninja maths	Whole school programme adapted to meet the needs of catch-up students	Termly assessments and data drops	SENDCo	Termly
	Targeted and differentiated pre and post learning tasks	(Homework) and use of on-line maths programmes – EEF toolkit – (+5 months)	Monitoring of on-line PLT, data drops and class teacher assessments	DoF / class teacher	Weekly
	Use of bespoke SAM Learning programmes	Use of bespoke programmes to reinforce and support learning of maths skills and techniques	Half-termly assessments using on-line reporting	In-school SAM Learning lead	Half-termly

At the end of the school year (July 2017), of the 37 students identified as catch-up in both literacy and numeracy, the following results were achieved:

Literacy – 34 students identified as making expected or better progress in line with their peers – 92%

Literacy – 3 students identified as not yet = 8%

Numeracy – 23 students identified as making expected or better progress in line with their peers – 62%

Numeracy – 14 students identified as not yet = 38%

### **Action plan for 2017 to 2018**

As confirmed by the DfE, 'in 2017 to 2018 schools will receive the same overall amount of year 7 catch-up premium funding they received in 2016 to 2017, adjusted to reflect the percentage change in the size of their year 7 cohort, based on the October 2017 census.' Previous allocation £15,866 based on 240 Year 7 cohort, 2017/18 allocation calculated from these figures – provisional estimate = £15,800.

#### **Areas of focus:**

Literacy:

- To ensure all students have a reading age equivalent to their chronological age or better or are working towards this target
- To focus on students' attitudes to reading
- To improve handwriting and ensure students take pride in the presentation of their work
- To ensure all students have a spelling age equivalent to their chronological age or better or are working towards this target

Numeracy:

- To ensure all catch-up students are making progress in maths in line with their peers
- To improve students' attitude to maths and develop a 'can do' approach
- To utilise bespoke learning programmes to support and reinforce numeracy skills and techniques