

Literacy and Numeracy catch up funding 2020/2021

1. Summary information					
School	Stanground Academy				
Academic Year	2020/21	Total funding		Date of most recent review	Nov 2020
Total number of pupils	Y7 – 227	Number of pupils eligible	Literacy (reading) 56 Numeracy 62	Date for next internal review of this strategy	April 2021

2. Current attainment for year 7 only		
	On entry from year 6	End of year 7 (available July 2021)
% not meeting benchmark standard in English	25%	NGRT, GL Assessment, Teacher assessment
% not meeting benchmark standard in Mathematics	27%	GI Assessment, Teacher assessment
% not meeting benchmark standard in Mathematics and English	16%	

3. Barriers to future attainment (year 7)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	On entry many Year 7 students have an understanding of literacy and a reading age below that expected for their age
B.	On entry many Year 7 students join us with a mathematics ability which is below that expected for their age.
External barriers (<i>issues which also require action outside school, such as low attendance rates, parental literacy rate, aspirations</i>)	
C.	

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	To raise Y7 reading ages. Measured through GI Assessment, NGRT and teacher assessment.	Students below average reading age to progress at a faster rate to peers, to close the reading age gap with students who arrived with a 100+standardised age score.
B.	To improve Y7 pupils reading comprehension and decoding, provision of two additional Literacy lessons each week following Direct Instruction (DI) programme. Assessed every 10 lessons, and words per minute tested.	Students will increase at above the average rate for the cohort
C.	To understand gaps in prior learning, ensure the gaps are filled so students have a solid understanding of basic principles in order to close the gap and meet age related expectations.	Students will be able to complete basic numeracy functions; progress will be checked every 10 lessons via Direct Instruction Mastery assessment.

5. Planned expenditure

Academic year 2020-2021

The three headings below enable schools to demonstrate how they are using the literacy and numeracy catch up funding to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
To improve Y7 pupils decoding, reading speed and comprehension. Closing the reading age gap between the 'Catch Up' students and their peers.	DI students identified to have 2 additional Literacy lessons each week. Focus on decoding and comprehension. Students with SEND not selected to attend PLC to follow Lexia programme to develop reading, spelling and comprehension. In small groups with an HLTA. Regular assessment taken and when the literacy gap is reduced, students return to core lessons. All to have an Accelerated Reading book and read it each night (silent reading to take place during tutorial and 'Do Now' time).	<i>'Literacy support for small groups and presented by trained staff are effective'</i> (DfE,2012). Meta studies by S. Engelmann, et al evidenced <i>'the effectiveness of Direct Instruction'</i> , and more recently Stockard and Wood note <i>'DI was the only intervention that had significantly positive impacts on all of the outcome measures.'</i> <i>'Overall, reading interventions generally have a positive effect on pupils' attitudes towards reading. Further, they appear to have a moderate, positive effect upon general learning</i> (Education Endowment Foundation, 2017d).	Literacy classes are shared by two teachers. Numeracy will be taught primarily by one teacher, with another teacher teaching one lesson. Two extra timetabled lessons for identified students in Y7 (replacing MFL). Testing for all pupils: GL assessment, DI placement testing and regular in class assessments. Baseline and end of year NGRT test. Specialist trained DI teaching staff, led by STY and monitored by SLT.	STY	April/ July

To be able to complete basic mathematics skills in order to move on to more complex aspects of mathematical thinking, e.g. problem solving.	Identified students below age related average, receive two additional lessons per week of DI mathematics concepts (in place of MFL lessons). With an emphasis on basic numeracy skills.	Strategies that have been found to be effective with low-attainers include: <ul style="list-style-type: none"> • Introduction at an early stage: which can help to reduce mathematics anxiety (Dowker, 2004, 2009). • Individualising the intervention: Dowker (2004) This highlights the importance of diagnostic assessment. • Co-operative learning e.g. choral response and group collaboration (Slavin and Lake, 2008; Dowker, 2004) 	Students to have 2 additional timetabled numeracy lessons. Catch Up teaching to take place with specialist DI teacher. Regular Mastery assessments very 10 lessons. Baseline and end of year test, assessing maths age. Student progress monitored by Catch Up lead and SLT link.	STY	Apr/July

Total budgeted cost

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
To improve year 7 reading ages, to allow them to access whole curriculum	Ongoing staff training, use of on line assessment tools (e.g. GL Assessment, NGRT). Students who have greatest need are referred to PLC for additional phonics, reading comprehension (Toe by Toe), Lexia. Catch Up Lead to deliver DI.	EEF and DfE have reported research reviews on literacy interventions. 1:1 support has shown the best results for effective literacy support; and that support should be sustained and repeated for over ten weeks to be effective.	INSET sessions for teaching staff to reinforce literacy skills and use of differentiated resources. Students tested every 10 lessons, baseline and end of year assessments. Lesson	STY	April/ July
To ensure EAL is not a barrier to learning	Specialist teacher to support EAL pupils and ensure that they are of an appropriate level to access the curriculum.	The National Association for Language Development in the Curriculum states that learners who are EAL are distinct and different through the virtue that they are learning in and through another language and they come from different cultures and communities. Their learning is influenced by the knowledge and ability of the teacher to integrate them and their language into the curriculum. It is therefore vital that pupils have a basic understanding and feel confident enough to try and communicate, construct friendships, understand systems and procedures and start to develop conceptual knowledge.	Students identified via CATs and initial, internal diagnostic testing, as well as through transition discussions with primary school/parents will be allocated additional support in the PLC. Regular testing will take place and analysis of results. Ultimate aim to return to mainstream lessons adequately prepared to access the curriculum.	AGO	Ongoing

To ensure that SEN is not a barrier to learning and progress in English or Mathematics	Additional support in PLC, as well as with Catch Up Lead and differentiated lessons with subject teachers. Catch Up students not attending DI lessons will follow the Lexia programme, led by the SENDCo.	Ensuring that there is no underlying SEND barrier is critical to ensuring progress and catching up. Something could be missed if adequate assessment is not completed.	Ensure that testing is completed for the appropriate pupils and acted upon where results show traits of an additional need. Use of external agencies where needed.	BPL	April/ July
			Total budgeted cost		

Review of expenditure				
Previous Academic Year, 2019-20				
Quality of teaching for all & Targeted support				
Desired outcome	Chosen approach/action	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	
<p>To be able to complete basic mathematics skills in order to move on to more complex aspects of mathematical thinking, e.g. problem solving.</p> <p>To improve year 7 reading comprehension</p> <p>For year 7 pupils to have improved confidence in their reading ability. They are able to close the age related reading gap, to enable them to access the whole curriculum.</p>	<p>Maths - Our catch up groups were taught by a primary trained teacher, who is also a qualified SENDCo. All the students accessed 3 extra numeracy lessons and followed the Direct Instruction programme, Connecting Maths Concepts Level C.</p> <p>English Quality of teaching for all: Students to follow the Direct Instruction programme (DI), Corrective Reading Decoding B2. DI trained teacher.</p>	<p>Maths - Students were taught at a fast pace, in line with the Direct Instruction philosophy where students who are below age related knowledge need to learn faster so that the age gap between them and their peers can be closed. Progress of all students indicated that the age related gap was closing between them and their peers. 100% made good progress (15 students), i.e. 100% passed all Mastery tests</p> <p>English - 92% - made good progress (the data to support this are: 35/38 students passed every Mastery test, 2/38 failed one Mastery test) 8% - struggling (this equates to three students, one who has very poor comprehension and organisation, one lacks focus and comprehension and one who has recently moved into the DI lesson. Two of whom had extra support during tutorial time with Mrs Tymoczko).</p>	<p>English/maths The DI Programme approach will continue and follow through to Y8.</p> <p>Y7 students, who have been identified as needing catch up, will be taught by trained DI teachers. These lessons will be timetabled lessons during MFL lessons.</p>	

Appendix 1 - Special Education Need Involvement in Literacy and Numeracy Catch-Up 2019–2020

- Literacy “catch-up” groups are intended to facilitate rapid and sustained progress in literacy skills, notably reading and reading comprehension, in order that SEND pupils can access mainstream text/literacy-heavy learning and maintain progress in line with academic/cognitive peers.
- Schemes of learning are highly bespoke and individualised to pupil needs. Whilst schemes of learning run parallel to published / shared Year 7 English curriculum content, the DI “catch-up” is not a “5th set”
- It is anticipated that approximately 60 students may need initial “catch-up” intervention in Year 7. It is expected that >50% will be solely in mainstream English by April.
- Pupils to be identified by Catch Up Lead (STY) following results of SATs and CATs testing AND whose literacy attainment indicates a SEN (pupils with scores of <85 in both verbal CAT and English SAT will be the priority along with those with additional cognition & learning SEN already identified on transfer)
- Pupils can be considered to have SEN (special educational need) if their attainment in a specific area of development, across a range of subject skills, or globally, is more than 2 years below their peers (e.g. a pupil in Year 7 with a reading age of 8:11 or lower), or standard score (scaled score) of <85.
- Pupils identified by Catch Up Lead for Literacy and numeracy “catch-up” will be assessed within two weeks of start of September term
- Additional referrals from Head of English / Head of English KS3, Head of Maths/Head of Maths KS3, and SENDCo for assessment for literacy/numeracy “catch-up” intervention can be considered at any time, subject to spaces in the group
- Pupils will be reassessed every 10 DI lessons, and/or half termly to establish rapid AND sustained progress. Pupils who have narrowed the gap in English and/or Maths catch up will revert back to all main stream lessons.
- Pupil progress will be further reviewed each (half) term. It is expected that pupils in the “catch-up” group will join mainstream English on acquisition and consolidation of age-related reading and reading comprehension.
- Integration to mainstream English receiving class to be arranged for not later than beginning of the next “half” term following.
- It is anticipated that identified pupils will continue to need quality first teaching, including individual differentiation by the class teacher, in mainstream classes, possibly with additional support from designated English and/or Maths learning mentors/TAs within the Department.
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- Additional adult general support in Year 7 set 4 English mainstream groups will be considered (after deployment of indicated one-to-one support throughout the Academy) to support current pupils AND if that deployment is possible, the Teaching Assistant will liaise with SENDCo, Catch Up Lead and class teacher to support students with their transition from Literacy or Numeracy “catch-up” to mainstream English or Maths.

Criteria:

Two different tests should be used to correlate results with 95% confidence intervals indicated.

1. CATS (verbal) scores AND* SATs (English) scaled score
2. SATs scaled scores for English reading and writing
3. SATs scaled scores for Mathematics
4. SENDCo – assessment as required
5. Catch Up Lead – Direct Instruction placement tests

*CATs scores only are NOT a sufficiently reliable indicator of literacy acquisition, given test conditions, computer-based format and challenge of context (i.e. Y6 Transfer Days); CATs scores generate false negative for EAL pupils.