

The Langley Academy Year 7 Literacy Catch-Up 2017-18

The Literacy catch-up premium provides schools with an additional £300 for each year 7 pupil who did not achieve at least a standardised score of 94 in reading at the end of Key Stage 2.

The objectives of the funding:

- To close the attainment gap by providing intensive literacy support to students entitled to catch up Premium
- To raise self-esteem and aspirations of students entitled to Catch up Premium
- To identify concerns and target intervention and support to accelerate progress
- To ensure that parents are informed and involved where appropriate

The Langley Academy received £16,814 in catch-up funding for 2017-18, to be used both for Literacy and Numeracy catch-up.

Vision for Literacy:

To promote curiosity, exploration and discovery in reading, writing and oral communication, enabling students to access different areas of the curriculum.

Literacy at The Langley Academy should help towards, but go beyond, exam results, leading to students to become lifelong readers and learners.

Rationale

Students have been identified for Literacy Intervention based on their KS2 results. Students with no data provided have been recognised as needing support by the information generated from the Accelerated Reader testing, which took place on 5th September 2017. Any student entering the Academy below the standardised score of 94 is entitled to support.

We had 23 students that arrived to the Academy in year 7 below the expected level in Reading. Any students for whom we did not receive prior attainment data, their Star Reading Test data was substituted as a baseline measure. These students were enrolled on the Catch-Up programme. The remaining 10 students followed a similar program delivered through the specialised and separate Nurture curriculum.

The purpose of the Literacy Intervention is to boost confidence in reading whilst diminishing differences in literacy levels between the selected students and their peers.

Process

Sessions are run in groups of three, which allows for the National Literacy Trust's and Accelerated Reader's guidelines of reading with an adult aloud for 20 minutes per day. Each student reads aloud with their Literacy Intervention Tutor for 20 minutes, and spends the other 40 minutes of the hour reading independently, selecting a new book within their Zone of Proximal Development (ZPD), or quizzing.

Each student receives a Reading Diary that the Literacy Intervention Tutor, student and parent/carer can fill in.

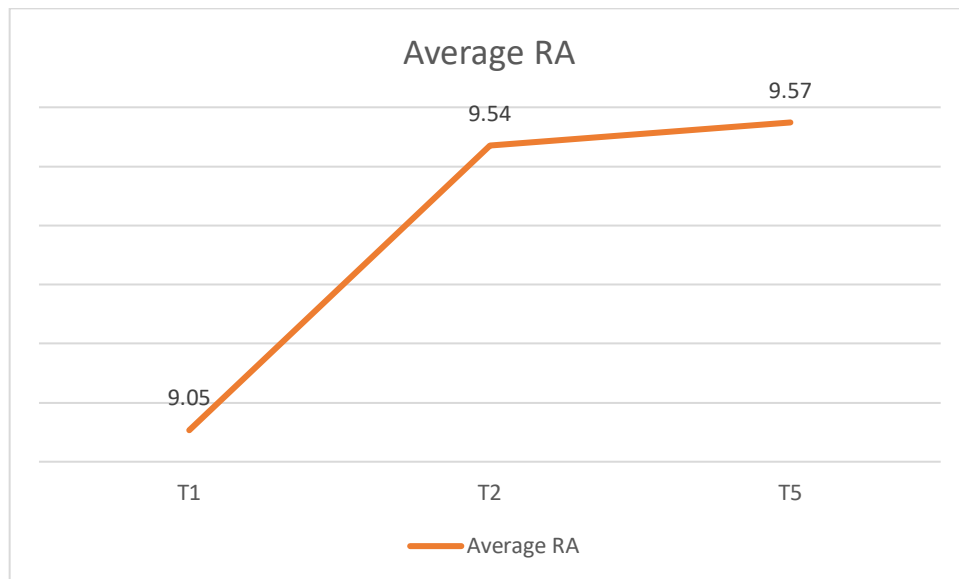
Once Literacy Intervention Tutors have been assigned a student, a letter is sent out by the literacy co-ordinator (PGA/SMA/JHA in 2017-18) on behalf of RWA, detailing the start date, time, and place of the intervention. The Tutor is then to contact the parent/carer to introduce themselves and to address any questions/concerns that the parent/carer may have.

Students have their Accelerated Reader username and password in their planner (on page 8). They also have their ZPD written on the Accelerated Reader pages at the front of their planners to assist them in choosing the correct level of book to make optimum progress in their reading.

The students sat their initial Star Reading Test (baseline test) on 7th September 2017. The test is a computer-adaptive assessment, using sophisticated item calibration and psychometrics to adjust dynamically to each child's unique responses. All students were then re-tested on two further occasions during the academic year.

Impact:**Using the data from Accelerated Reader:**

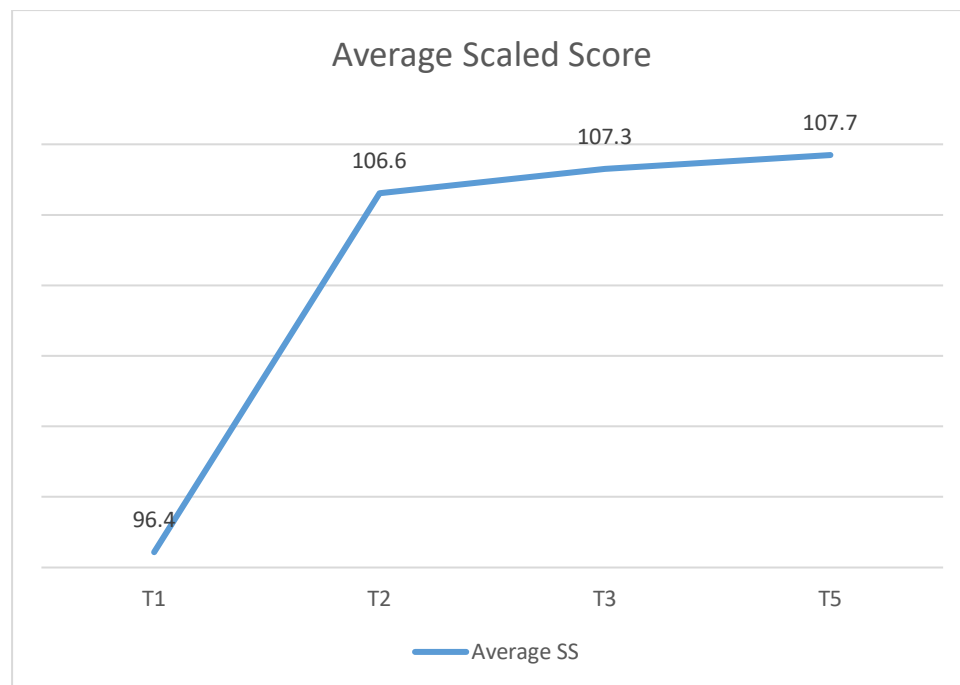
- 69.6% of students made progress in their reading ages.
- Progress was noticeably faster in the early part of the school year:



- The average improvement in reading age was 0.61 of a year, over the academic year.

According to formal assessment data:

- 95.7% of the Catch-Up cohort made progress from baseline.
- The average Flightpath progress made by the Catch-Up cohort was 1.29 whole grades (on the 1-9 grade scale used throughout the Academy).
- This compares against an average of 0.84 whole grades for the wider Year 7 cohort.
- The average English Scaled Score (based on working-at grades) for the Catch-Up cohort was 107.7 by the end of Year 7.
- All but two of the cohort met the expected standard by the end of Year 7.

**Resources Used:**

- LearnPads
- Star Reading Test
- Accelerated Reader
- Reading Diary

Evaluation:

Given previous years' results, and the successful trial of Accelerated Reader as the main focus of the catch-up programme last year, it appears using this programme as the main resource for Literacy Catch-Up is effective. This process will continue to form the main thrust of the Literacy Catch-Up programme.

Quiz results provide an excellent formative assessment, and it is clear that there is a significant link between the number of quizzes taken, the percentage passed, and the progress made. Accelerated Reader quizzes should be passed with 60% or more to ensure progress is made with an optimum pass rate of 85% warranting rapid progress.

The correlation between teacher assessment and change in reading age is perhaps not as strong as might be expected, but it should be borne in mind that a cohort of 23 students is too small to make a statistically significant judgment here.

Numeracy Catch Up

Impact from last year (2017-2018)

- We had 30 students that arrived to the Academy in year 7 below the standardised score of 100 for maths. These students enrolled on to the Catch up programme for numeracy, which involved 12 weeks of intensive tuition from teachers and support staff in the Academy. The sessions took place for 1-hour after school weekly on days agreed with parents. A team of eight members of staff took part in the program; each member was allocated three students.
- At the beginning of the Catch up programme, the 30 students completed a paper-based test, which included content similar to the KS2 SATS paper they had previously sat. The results and data collected was used as a baseline for the programme and gave an indication to tutors of the pupil's current level; the specific areas of focus for the sessions. The baseline assessments were on Monday 23rd October 2017. To follow, a mid-term assessment occurred on Tuesday 5th December 2017, and a final assessment on Tuesday 30th February 2018. The results were used to evaluate interim progress on the specific areas of intervention.

End of year results with comparison of progress made catch up students and non-catch up students

	Catch up students	Non catch up students in their classes
Above	23.3%	21%
On Target	46.7%	50%
Working towards	20.0%	21%
Concern	10.0%	7%

- Data from End of year 7 assessments, comparing catch up pupils to their peers, indicates that catch up students' progress closely matched non-catch up students in their class. With only a 3% difference in the number of concern students. Students that are often of concern have significant challenges outside of school that affect their learning, and would often be in the Nurture group. For some students their transition into Year 7 has been difficult due to SEN.
- There will be close monitoring of "concern" students by the numeracy coordinator in T1 and T2, as well as customised homework and interventions with pupils once a week after school. It is important to ensure that the students continue to progress and close the gap with their peers. The numeracy coordinator has been strategically deployed to teach the classes with the higher proportion of catch up students to ensure appropriate provision(s) for these students and build on the relationship with parents.
- Attendance is also of paramount importance for student progress, and out of the students who did not "meet the standard", 56 % of them do not have the Academy's expected attendance percentage of 96.5 %. 40% of the students who did not "meet the standard" attended less than 60% of the tuition sessions. In order to improve the attendance for the year 2018-19, house points will be awarded to students as an incentive. Students who do not attend will be given the same sanctions as if they truanted a lesson with a phone call home to parents.
 - Parental engagement seemed very hopeful at the beginning of the Catch Up programme as the Numeracy Co-ordinator contacted all 30 parents by telephone confirming the tutor name, day and time of their private tuitions. They were asked to support their child throughout the 14 weeks of Catch up Programme. Catch up programme co-ordinator will run parent support classes in November with the Y7 RSL

- Active Learn (Pearson's) and MyMaths were rigorously used during the catch up programme. Pupils are familiar with these applications are they given a log in at the start of the year. Class teachers also use both to set homework at least once a week.
 - Students were grouped based on their standardised score and topics of weakness using the KS2 SATS QxQ. This enabled the tutor to easily deliver a customised and targeted session where pupils were able to concentrate on areas they were weak on. We hope to use the same grouping procedure for the year 2018-19 Catch up programme.
 - To deliver the sessions, tutors used Collins Maths Framework workbooks as well as the IT applications mentioned above. Based on the ability of the pupil, they were given a step 3 or 4 booklet to work through; this was also used for homework practise.
 - Tutors set personalised homework through Active learn and MyMaths which is self-marked. Active learn has excellent features, which allow the student to complete questions with hints and videos explaining how to carry out a question. Our students enjoyed this and were able to complete homework tasks with ease.
- To ensure staff and students are fully supported in this programme, staff members are provided full training in how to carry out these sessions, as well as continuous support during the year by the numeracy coordinator. Students on catch up program also had the numeracy coordinators as their maths teachers, which made it easier to monitor students.
 - Staff are fully trained on using Active Learn and My Maths
 - Proposal for full Numicon training for the year 18-19.

Case Study: Showing student progress log

Student: xxxx Tutor: xxxx

Student scored 65% in her initial test, and a much-improved 86% in her final assessment. She is now working above her target grade and has moved up sets in her Maths lessons. She also had a 100% attendance rate, which was a key player of this success.

Date	Work to be covered	Covered/ What needed to be finished	Homework Set
7.11.17	Targets set in today's session. Student has agreed with tutor the targets she will need to meet before her midterm assessment.	To finish off covering the Initial assessment test paper. Student made corrections in a green pen	Homework: To ensure parents sign targets. Student has been set 3 questions to complete for next session from Maths Framework Collins Step 4 booklet.
14.11.17	Target 1- Practising 7, 8 & 9 times tables. Multiplying and Dividing by 10, 100 & 1000.	A factors activity where student must match multiplies and factors (from My Maths)	Student has been assigned two questions to complete from the Maths framework book.
21.11.17	Prime numbers and Square numbers. Problem solving questions on previous topics covered last lesson.	Pupil struggled in remembering prime numbers but this is due to knowledge of times tables being weak. Pupil was confident in problem solving questions. However had to be read the questions out and explained- due to low literacy reading level.	Homework: Puzzle activity on Prime numbers. To be completed in colour and on the worksheet for next session. (Worksheet from TES) Asked to create a problem of her own for the next session using the 8 & 9 times table.

			Time table grid also given to student to keep and use at home.
28.11.17	Re-cap of Prime numbers, and marking homework.	Student spent more time on prime numbers and square numbers. Feeling more confident in this. Introduced Powers and Roots	Homework given. 5 questions on Powers and Roots on my maths.
05.12.17	Re-cap and marking homework. Area and Perimeter of squares/ rectangles. Student used grid method to multiply numbers together as this was the preferred method. Others used column method.	Maths framework Collins book used for tutor work. Students in the group investigated how to work out the area of a triangle. Areas to improve: converting cm/m/km. Some adding errors by student. Overall multiplication and understanding of area was good.	Homework set from Collins framework book on area of a triangle, and converting units. Given a help sheet with formulas to stick into books. (with area formulas)
12.12.17	Re-cap and marking homework. Starter: converting measurements. Focus of today's lesson: Using short/long division for worded problem. Ratio and Money problems.	Student responded well to using short division, however needs help when understanding the question. She has been advised to use a highlighter to highlight any key information that will help her understand a question. Needed to be reminded to give her answer is also given in the correct units (i.e. pence/pounds)	Re-call homework set on topics covered earlier on in the session. Has been given her Midterm assessment paper to sign by parents, as well as review before reviewing this with tutor for next session. This allows her to see her mistakes and make any amendments before the session.
9.01.18	Reviewing the midterm test paper. Student has made some corrections by herself as she noticed her mistakes. Session spent on errors made by student.	Took her own initiative in making corrections. New targets set for the next half of the program. Very happy with student's attitude when setting targets. Seems to be more open about her problem areas she wants to work on.	9 questions similar to the ones student answered incorrectly given to student. Using Pearson's active teach – Pi Book.
16.01.18	Re-cap from last session. Median, Mean, Mode and Range	Student was able to pick up this concept very quickly as it has been covered in year 6. Challenged when asked to work out the averages from bar graphs and tables, due to a different representation of data.	Homework Set for student on MyMaths to be completed. New targets to be reviewed by parents and signed.
23.01.18	2D and 3D Shapes. Edges , Vertex and Faces	At first student was confused with vertex and edges, but	Homework: Matching activity to be finished off.

		then soon understood the concept after a few questions. Student showed a good understanding of the name of 3D and 2D shapes. Completed a My Maths activity as a group on tutor's laptop. Matching activity	Re-call homework set on Money problems. (4 problem solving questions)
30.01.18	Fractions and percentages. Converting. Student showed weakness in this area from her midterm test.	Student asked to complete a diagram where she had to shade percentages and match them with numbers. Maths Collins framework used for this activity. With some my maths lesson slides. Student also used colours to help her understand the difference between fractions and equivalent fractions.	Homework worksheet for student for converting decimals to percentages. Student has also been set homework to revise on topics she struggled on using m MyMaths for her end of program assessment.
6.02.18	Revision on topics covered in the program, as well as any areas student wanted to go over / revise.	A question on each topic covered in the 12 weeks, as well as any areas student was finding hard from her maths lessons. Revision game and a quiz done at the end of the session.	Student homework: To create an A3 poster of the topics she has covered. Key facts and example questions to be included on the poster and given to numeracy coordinator during maths lessons to check. Student has also been given her student log booklet to be signed by parents.
30.02.18	End of program assessment	n/a	n/a

Resources used:

- KS3 Maths Pearsons Pi Book
- Maths Frame working – intervention workbook Step 3-4.(Depending on ability)
- Own visual/interactive resources used.
- Online resources – My Maths, Maths box and Active teach.

Evaluation

Small groups of three students based on their ability worked more effectively than mixed groups. Students were able to work together at the same pace and help one another, as well as be stretched and challenged. However, the catch up sessions were significantly impacted by student absence. Rigorous monitoring of attendance is essential moving forward, as well as keeping strong parental engagement. Using both MyMaths and Active Learn showed a positive effect on students' behaviour for learning when having the opportunity to use ICT, and we hope to build on this in the next academic year.