

The Langley Academy Year 7 Literacy Catch-Up 2018-19

The Literacy Catch-Up Premium provides schools with additional funding 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 in receipt of the 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 £16,721 in catch-up funding for 2018-19, 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. Any student entering the Academy below the standardised score of 100 is entitled to support.

32 students arrived at the Academy in year 7 below the expected level in Reading. A further 2 students, who had no prior KS2 data, 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 small groups, which allows for the National Literacy Trust's guidelines of reading aloud with an adult for 20 minutes per day. The sessions divide into two distinct parts:

- Reading aloud with the tutor, allowing for discussion and informal assessment of comprehension and reading skill, together with the opportunity to take Accelerated Reader quizzes;
- Working through the bespoke Catch-Up Literacy booklet, designed by RAR based on question-level analysis of the cohort's KS2 results, thus enabling a targeted approach to students' specific areas of strength and development.

Once Literacy Intervention Tutors have been assigned a student, a letter is sent out by the literacy co-ordinator (RAR), detailing the start date, time, and place of the intervention. A register is kept centrally on the school network to track attendance.

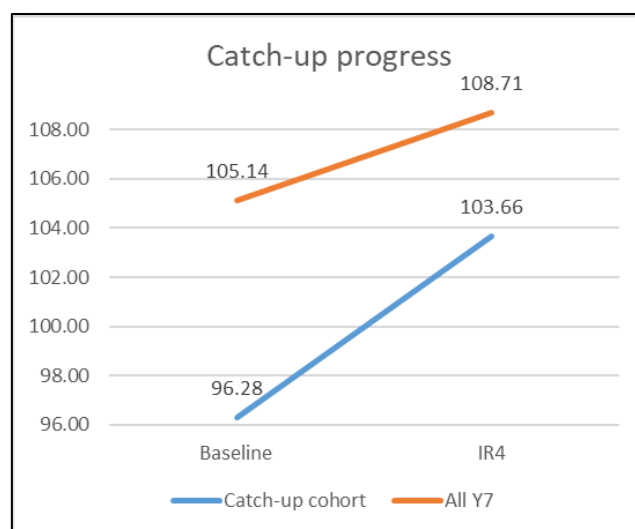
Assessment and monitoring

The baseline assessment for student progress is the KS2 test, expressed as a scaled score. Student progress is closely monitored by RAR based on their teacher-assessed English "working-at" grade, and quality-assured through the English faculty's well-established process of standardisation and moderation. TLA assessments use the GCSE 9-1 scale, which is then directly converted to and compared with the KS2 scaled score.

Impact

- The average reading scaled score at KS2 for the catch-up cohort was 96.3. This equates to a TLA GCSE grade of Entry Level 3.
- The average reading scaled score at KS2 for Year 7 as a whole was 105.14. This equates to a TLA GCSE grade of 1+.
- On average, the Catch-Up cohort made 7.4 points of progress, over twice the progress as compared with the Y7 cohort as a whole (3.6 points), over the course of the programme.

	Starting point	IR4 En	Points progress	Grades Progress
All Y7	105.14	108.71	3.578	0.51
Catch-up	96.28	103.66	7.375	1.23



- Of the total cohort (32), 27 students reached the expected level by the end of the programme.
- The remaining 5 have received ongoing support through the Nurture programme and by targeted 1:1 reading in English library lessons.

Evaluation:

- Cohort made excellent progress, well in excess of Y7 as a whole.
- Programme much more active and targeted at required learning, based on Question Level Analyses of student performance at KS2.
- Students have largely been keen to attend and ATL has been excellent.
- Students who arrive with no prior KS2 data need to be identified early and tested using KS2 papers to ensure total coverage.
- RAR to continue to monitor progress of cohort into Year 8 to ensure ongoing progress.

The Langley Academy Numeracy Catch Up 2018-19

Impact from last year (2018-2019)

We had 33 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 33 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.

Figure 1: End of year results with comparison of progress made catch up students and non-catch up students

All Catch-up students		All Non Catch-up students	
Students on or above flight path	100%	Students on or above flight path	82%
Improved against their flight path	39%	Improved against their flight path	45%
Stayed the same	52%	Stayed the same	50%
Dropped against their flight path	9%	Dropped against their flight path	5%

Data from End of year 7 assessments shows all catch up students are either **above or on target**. 9% of students who have dropped against their flight path (3 students) were an "above" and now are "on target". These students will be closely monitored.

During the course of the year, the academy was involved in a SEND review by the local governor's trustees, and head teacher. Catch up numeracy was one of the areas they were interested to see. The report stated:

"Exemplary leadership of the numeracy catch-up programme has resulted in high quality provision, monitoring and evaluation. The booklets used by all pupils in this programme clearly demonstrates the progress they have made and allows the pupil themselves, their parent(s) and their teachers to monitor and evaluate this. The numeracy lead has a highly detailed understanding of each pupil's needs and they have identified the most appropriate strategies to address them".

Figure 2: End of year results with comparison of progress made by SEN catch-up students and non-SEND catch-up students

SEND catch-up students		NON-SEND catch-up students	
Improved against their flight path	45%	Improved against their flight path	36%
Stayed the same	45%	Stayed the same	55%
Dropped against their flight path	9.9%	Dropped against their flight path	9.1%
All SEND catch up students are now above or on track		All NON-SEND catch up students are now above or on track	

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

In comparison to last year, attendance significantly improved. An average of 91% attendance. Students were more engaged and motivated to attend the sessions. Food and Snacks were also provided by our Pupil premium co-ordinator which positively impact on concentration levels of students. The improvement in attendance has also reflected in the sound results we have achieved from catch up.

This year we were able to conduct a parent and student questionnaire, and highly valued their comments and suggestions.

100% of the parents agreed/strongly agreed that catch up has:

- ✓ Had a positive change in their child's confidence in mathematics
- ✓ Improved their child's attitudes towards mathematics
- ✓ Significantly helped their child's progress in mathematics
- ✓ Enabled ease of communication with numeracy coordinator and tutors.
- ✓

100% of the pupils agreed/strongly agreed that catch up has:

- ✓ Had a positive change in their confidence in mathematics
- ✓ Improved their attitude towards mathematics
- ✓ Enabled them to answer more questions in their maths lessons
- ✓ Made them feel confident to speak to their maths teacher/catch up tutor about areas they are not sure about.

Example of Pupil progress booklets: Daily Tuition Log

Daily Tuition log			
Date	Work to be covered (Which target is student working on)	Covered/What needed to be finished	Homework Set
11/11/18	Work on number and mental math. Set 2 targets.	Work to finish the test.	Write the first 10 prime & square numbers.
12/11/18	Finish test. Start working on mental framework.	Next work on ordering numbers & big & small.	Finish set 20 first page in their book.
13/11/18	Working on their first making sure they read and understand each question.	Went over their number round rounding decimals.	Round decimal number.
14/11/18	Need is dividing as understand X a lot!	Flow through 3 sections today. Bring more work or make!	Complete the last questions.
23/11/18	Need to work on +, x, - and + negative numbers.	Did really well. xing big numbers and dividing them.	Note set.
30/11/18	Next week moving on to shapes. Also do mid term targets.	Completed negative numbers page.	Complete sheet on approximations.

Daily Tuition log			
Date	Work to be covered (Which target is student working on)	Covered/What needed to be finished	Homework Set
01/12/18	We worked on symmetry as it's one area they've struggled with at his test.	Created 2 mid-term targets and tried our symmetry.	Make 5 of their own symmetry questions.
04/12/18	Working on them becoming independent and concentrating.	Worked through a different book today where they were independent and working at their own pace.	NO HW (because on Monday 11/12/18 as no homework)
20/11/19	Worked on measurement to assess if any more help was needed.	Worked independently on measurements. Made an average.	To complete rounding sheet.
14/11/19	Went over rounding 10,100, 1000.	Completed sheet and then played rounding game.	Complete a new page in their white books.
16/10/19	" & 10,000	Played the game again plus the extra, harder levels.	X
25/10/19	FINAL LESSON	Students played Kahoot-based on the Maths learnt the last few weeks.	X

Examples of Pupil self –reflection

LANGLEY ACADEMY

Student Reflection

Date	What went well today...	Even Better if...	How do you feel after the session?
19/10/18	Need to understand square and primary.	I try harder questions. Need to understand square and primary numbers.	
08/11/18	I need to know How to divide question	I need to know How to divide by 100 or 10.	
09/11/18	Working on Rounding	Need to start work on my confidence.	
18/11/2018	I try very hard today!	I did really well (7/10) today!	
23/11/2018	I need to slow down for big questions.	I did really well today and I proud of myself.	
30/11/18	Working on Negative Numbers	Need help on some negative numbers	

LANGLEY ACADEMY

07/12/18	We learn how to How to do symmetry line.	To work on symmetry line.	
14/12/18	I learn Reflection Symmetry.	I able to work my own.	
04/01/2019	I learn Rounding and time.	Need to try Measurements.	
11/01/19	I got won Rounding Game.	I worked on Rounding to the nearest Hundred.	
18/01/19	I know how to round big numbers	Rounding to the little numbers.	
23/01/19			

Active Learn (Pearson's) and MyMaths were rigorously used during the catch up programme. Pupils are familiar with these applications as 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 2019-20 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.

Resources used:

- KS3 Maths Pearson's Pi Book
- Maths Framework – intervention workbook Step 3-4.(Depending on ability)
- Own visual/interactive resources used.
- Online resources – My Maths, Maths box and Active teach.
- Promethean board

Evaluation

This academic year we continued to carry out catch-up numeracy in small groups of three based on their ability. Attendance significantly improved, and tutors and students would agree that food and drink before the session had a positive impact on student concentration, and as a result improved outcomes. Parental engagement was stronger this year, and tutors kept regular contact with parents. Parental and student feedback was overwhelming, and we hope to be consistent in this for the next academic year.