

Year 7 Literacy and Numeracy Catch Up Premium

Overview

At Villiers High school, those Year 7 pupils who have not achieved the expected standards in KS2 National Curriculum assessments get extra funding. This Catch-Up funding helps to fund a number of projects including a Transition Group, extra reading interventions and extra support in some of the lessons. This funding has also contributed towards addressing the issue of language acquisition and consolidation, continuing and expanding its programme of one-to-one and small group tuition. In addition, all pupils have the opportunity to have a free breakfast in the mornings to engage in discussion about the daily news (which we project in the canteen) and develop their language through this.

Our pupils also benefit from heavily subsidised programme of enrichment opportunities ranging from visiting farms, museums in London to some overseas and residential trips. These visits serve to broaden pupils' horizons and expose them to opportunities they would not otherwise experience. It is difficult to measure the positive impact of these visits, but even within the confines of the examination system, a question on an English Language paper asking pupils to write a letter detailing a visit on the tube or to a farm could prove difficult without exposure to the kinds of experiences educational trips can provide. However, in organising educational trips and visits the school is not just targeting those eligible for catch up funding, but instead provides opportunities for the whole pupil body.

Funding Allocation for 2019-20

Catch Up Premium: £29,438

How we Spent the Allocation for 2019-20

We will built on the allocations from the previous year due to the positive impact historical expenditure has had on pupil progress. We continue to review the staff skills and invest heavily in training staff to meet the needs of pupils who are making progress behind peers at the end of KS2; this is a particular challenge for us given our school context, with a higher than national average proportion of pupils with EAL.

We continue to refer to sources of evidence to judge how the funding is best spent. We identify that individual and small group tuition, effective sourcing of external specialist material and software and catch up sessions help pupils to make great progress. We already have programmes in place to fund these strategies and will continue to review resources available on the market to ensure we tap into the best services.

In particular, for 2019-20 we spent the premium on:

- CATs testing – to identify where relative strengths and areas for improvement lie for pupils without KS2 data. This makes up nearly half our cohort. This acts as a tool we use to identify those most in need.
- Employing a Data Manager – this member of the team has the technical expertise to analyse and interpret KS2 data into a format that enables leadership to identify Y7 pupils in need of support and the level of the support needed.
- Maths Watch subscription – this software provides explanations and support with pupils on areas of numeracy. It also provides guidance and feedback based on assessments pupils

complete. They are able to access this outside of the classroom using a range of computer devices.

- Staffing – we have invested heavily in staffing within the mathematics team with TLRs for teachers to provide leadership in shaping the KS3 curriculum and to inform banding. They are qualified professionals who help to shape an effectively differentiated curriculum.
- Staffing – we have a specialist literacy coordinator in the school who works closely with the EAL department. This collaboration and expertise ensures we are able to provide pupils who are behind with their English with support not only in English lessons but also small withdrawal groups to boost their learning.
- Paired reading initiative – led by literacy coordinator. Linking up Y7 pupils with Y12 pupils – who have been inducted in the process.
- Accelerated Reader subscription – this allows pupils to select books appropriate to their reading age and also enables them to test themselves in relation to reading progress; providing more guidance on suitable books when reading age changes.
- Debate Club – funded lunchtime club open to all pupils, especially Y7 Catch Up. This is staffed by specialists and cover is funded to allow staff to accompany students to debate events outside of school. Pupil transport costs are also covered.

Details of How the Literacy and Numeracy Catch Up Premium was Spent

Total of 58 pupils at £500 – total of £29,438

Breakdown:

Specialist EAL teacher (Apply 25% of total cost) £16,800

LSA support (Apply 25% of total cost) £8,125

Activity/resource: 3 year Accelerated Reader and Star Reading Test Licence (Apply 20% of total cost) £3,200

Library software and extended resources (Apply 20% of total cost): £1,313

Overall Total £29,438

NOTE: the remaining items summarised on strategies we used in 2019-20 demonstrate how the remainder of the funds were invested. Note, the expenditure took us beyond the Catch Up Premium funding amount; as a school we believed it was important to allocate more funding than the premium to improve the literacy and numeracy of the pupils that were granted funding for the premium.

Summary of Expenditure and Related Strategies to Improve the Progress for Pupils Eligible for Catch Up Funding

- Continuation of intervention groups in Y7 and Y8
- Renewal of Accelerated Reader and Star Testing
- One to one reading interventions during tutor time
- Library lesson each week
- Additional in-class support for Mathematics
- After school interventions for Mathematics and English

How the 2019-20 Literacy and Numeracy Catch Up Premium Impact was Measured

For the academic year, we considered engagement with enrichment clubs as measured through our enrichment registers. In addition, we used Maths Watch, Star Reading Test assessment data and internal assessments with a progress score using KS2 data as a base and Progress 8 methodology using our 4Matrix analysis system. The review points were three times a year for each method with a progress summary focusing on all pupils and those eligible for Catch Up funding.

Details of How the Literacy and Numeracy Catch Up Premium Made a Difference to Eligible Pupils

In addition to the broader enrichment opportunities, we measured the impact of the funding through internal assessments as using externally set assessments for numeracy and literacy. The internal data showed that pupils eligible for this funding made strong progress from the beginning of the academic year. External assessments such as Maths Watch trackers also demonstrated that engagement with numeracy was strong and use of tutorials made a difference to marks gained in maths modules on this online platform.

Our 4Matrix software analysed the progress of these pupils at the end of the autumn term in Year 7 and their progress scores were on track to be above the national average for pupils of a similar ability given the baseline data. Due to the Covid-19 lockdown in March 2020, we were not able to measure progress on 4Matrix in the spring and summer terms. We did target phone calls to these pupils to support their progress, held online lessons where possible, gave work packs to those that did not have access to IT facilities at home and have invested in online learning hardware and software.