

Literacy and Numeracy Catch Up Premium 2018-2019

Year 7 Catch-up Premium Funding 2018-2019

The Academy of St Francis of Assisi expects to receive £22,000 for students in 2018-2019. Based on the KS2 scores: 55 students are below expected standards for Maths and 55 are below standard in English. The total cost of the Academy's strategy set out below is £27,144 , with £5,144 being funded from other Academy funds.

Numeracy

| SATS scaled score | Number of students |
|-------------------|--------------------|
| Below 100 | 55 |
| 95 - 99 | 23 |
| 90 - 94 | 21 |
| Below 90 | 11 |

Literacy

| SATS scaled score | Number of students |
|-------------------|--------------------|
| Below 100 | 55 |
| 95 - 99 | 20 |
| 90 - 94 | 20 |
| 80 - 89 | 15 |

Catch Up Literacy Strategy

Reading ages are monitored and evaluated through accelerator reader and Hodder reading tests whilst Students' progression in English is also monitored through both Pearson steps and end of KS2 reading comprehension testing. Students who enter the school with a reading age below 6.2 and below step 1 on the Pearson scale, will be monitored for progress using P (pivot) scales at calendared points in the year in addition to tracking improvements to their reading, spelling and comprehension.

The English department have a transition programme to close the gap for those students who are not at the expected level by December 2018. All students benefit from literacy interventions during school time based upon the question level analysis of KS2 results tests. A proportion of students who are deemed not secondary ready also benefit from the specific pupil premium interventions.

English strategy for all students include:

- Whole school; **'Read well, Speak well, Write well'** strategy. Key foci on extending two tier vocabulary, to develop fluent writers, readers and orators.
- DEAR within English.
- Library lessons in English time -Accelerated reader.
- Reading in form time.
- Oracy based lessons in English: Specific focus in Yr 7 & 8 assessed using English speaking board criteria.

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Additional and specific Catch Up support in literacy includes:

- Intervention based on QLA of KS2 results.
- Literacy Progress Units s taught within English lessons specific foci on targeted classes.
- Lunch time sessions with older students acting as reading buddies.

In addition to the above students with SEND receive:

- Immersion and targeted support though our ‘Small Learning Community’ and specialist teaching via our primary trained teacher.
- Readingwise: To increase language acquisition.
- Rapid Plus programme plus additional comprehension packages.
- Personalised English curriculum for EAL. Supplementary ‘Fresh Start Phonics’ programme. 1 hour per day with librarian/trained member of literacy team trained in phonics and catch up.

| Literacy Catch up | | |
|-------------------|--|---------|
| Staffing | Reading intervention, phonics, handwriting and parental support. | £15,174 |
| Resources | Accelerated Reader | £1,500 |
| | Total | £16,674 |

Catch Up Numeracy Strategy

- All students are setted based on Key Stage 2 QLA and internal baseline.
- Information is used through a QLA along with SATS QLA to identify students’ strengths and areas of improvement. Specialist teacher uses this to target pupils in class.
- Students have been baseline tested using Pearson’s baseline test and the results compared with the key stage 2 scaled scores.
- All students attend after school maths intervention on a Monday. Emphasis initially is on be on fractions, decimals, percentages, ratio and proportion, place value.
- Linear setting allows for students to be setted in terms of fine scores to enable further in class intervention.
- Numeracy Ninja program runs during form time as a form of catch up.
- All students are rigorously monitored using testing to check progress and reshape targeted in and out of class support throughout the year.
- Throughout the year end of unit assessments are used to identify students’ areas of improvement.

In addition to the above students with SEND receive:

- Immersion and targeted support though our ‘Small Learning Community’ and specialist teaching via our primary trained teacher.

Literacy and Numeracy Catch Up Premium 2018-2019

| Numeracy Catch Up | | |
|-------------------|-----------------------|----------------|
| Staffing | KS3 co-ordinator | £5,551 |
| | Numeracy co-ordinator | £4,919 |
| | Total | £10,470 |

Year 7 Catch-up Premium: Impact statement 2017-2018

Impact 2017-8 Maths

| Score | Number of students | % at standard half term year 8 |
|------------------|--------------------|----------------------------------|
| Below 100 | 46 | 59% |
| 95 - 99 | 21 | 86% |
| 90 - 94 | 18 | 44% |
| 80 - 89 | 7 | 14% |

Impact 2017-18 English

| Score | Number of students | % at standard half term year 8 |
|------------------|--------------------|----------------------------------|
| Below 100 | 55 | 52% |
| 95 - 99 | 20 | 50% |
| 90 - 94 | 19 | 58% |
| 80 - 89 | 16 | 38% |

| Priority Ensuring students Identified as NSR in English are supported, in Year 7 and 8 to keep up and catch up | | | | |
|--|--|---|--|--|
| Chosen actions/Interventions/Strategies for those identified as NSR (please include boundaries e.g. 95-100 etc) | Monitoring and testing points | Staff Responsible | Desired impact / Success criteria | Review (following API/2/3 or testing points) and data to show impact |
| <p>Year 7</p> <ul style="list-style-type: none"> Small group intervention based on KS2 data and in-department baseline test – explicit teaching of inference skills and building vocabulary. Accelerated Reader used to further analyse reading and interpretation skills. Additional testing from KS2 past papers to measure progress using a standardised score. Termly reflective meetings Involvement in a “Reading Buddy” scheme, ran by Year 10 Literacy Leaders Use of the Literacy Progress Units incorporated into Schemes of Work. Key Stage Three to complete DEAR (Drop Everything And Read) time weekly – time in English dedicated solely to reading for pleasure. | <p>December, March, May</p> <p>December, March, May</p> <p>December, March, May</p> <p>API, AP2, AP3</p> <p>December, March, May Efficacy of scheme measured through the</p> <ul style="list-style-type: none"> Accelerated Reader data – Pearson Steps Hodder reading tests Scaled scores | <p>JA / JW</p> <p>JA / FHM</p> <p>JA</p> <p>JA / JW</p> <p>English department</p> <p>English department</p> | <p>Every student will read every day.</p> <p>80% of students will be deemed secondary ready by end of 2019. They will catch up and keep up</p> <p>There will be a demonstrable impact on the progress of students in the “catch up” cohort, whose reading ages progress at a greater than chronological rate with gaps narrowing throughout KS3.</p> <p>All students to have made measurable progress on both the Accelerated Reader programme and Baseline test.</p> <p>Students are more self-reflective and take ownership of their learning.</p> <p>Through positive peer influence, students engage with reading for pleasure and improve interpretation and decoding skills through peer coaching.</p> <p>Clear evidence of greater fluency and competence in Reading Skills and improved understanding of key concepts within English.</p> | |
| <p>Year 8</p> <ul style="list-style-type: none"> Small group intervention based on KS2 data and baseline test – explicit teaching of inference skills and building vocabulary. Accelerated Reader used to further analyse reading and interpretation skills. Termly reflective meetings Use of the Literacy Progress Units incorporated into Schemes of Work. Key Stage Three to complete DEAR (Drop Everything And Read) time weekly – time in English dedicated solely to reading for pleasure. Visit to Liverpool Central Library to attend an author talk. | <p>December, March, May</p> <p>December, March, May</p> <p>API, AP2, AP3</p> <p>December, March, May</p> <p>November 14th</p> | <p>JA / JW</p> <p>JA</p> <p>English department</p> <p>English department</p> <p>JA / FHM</p> | <p>Every student will read every day.</p> <p>100% of students will be deemed secondary ready by end of 2019. They will catch up and keep up.</p> <p>All students to have made measurable progress on both the Accelerated Reader programme and Baseline test.</p> <p>Students will become more self-reflective in evaluation of their strengths and weaknesses and take ownership of their learning.</p> <p>Measurable greater fluency and competence in Reading Skills and improved understanding of key concepts within English with a view to beginning GCSE in Year 9.</p> <p>Through a different environment for reading than just school, a real world context, including looking around the library itself, will create a higher engagement with reading and promotion of these skills. This will also enrich students’ cultural capital by giving them the experience of an out-of-school visit.</p> | <p>Students who came with a scaled score of 95 – 99 October 2018 – 50% at standard</p> <p>Students who came with a scaled score of 90 – 94 October 2018 – 58% at standard</p> <p>Students who came with a scaled score of below 90 October 2018 – 38% at standard</p> |

Numeracy Catch Up: Actions: Term 1: 2018-19

| Priority 1: Ensuring students Identified as NSR in Maths are supported, in Year 7 and 8 to keep up and catch up | | | | |
|---|--|--|--|--|
| Chosen actions/Interventions/Strategies for those identified as NSR | Monitoring and testing points | Staff Responsible | Desired impact / Success criteria | Review (following API/2/3 or testing points) and data to show impact |
| <p>Year 7 All students are setted based on Key Stage 2 QLA and internal baseline.</p> <p>Linear setting allows for students to be setted in terms of fine scores to enable further in class intervention.</p> <p>Numeracy Ninja program runs during form time as a form of catch up.</p> <p>All students will be rigorously monitored using testing to check progress throughout the year.</p> <p>All students to attend after school maths intervention on a Monday. Emphasis will be on fractions, decimals, percentages, ratio and proportion, place value.</p> <p>Students have been baseline tested using Pearson's baseline test and the results compared with the key stage 2 scaled scores.</p> <p>Information is being used through a QLA along with SATS QLA to identify pupils' strengths and areas of improvement. GG uses this to target pupils in class.</p> <p>Throughout the year end of unit assessments these will be used to identify students' areas of improvement.</p> | <p>End of topic tests plus half termly testing</p> <p>October 2018, December 2018, February 2019, May 2019, July 2019</p> <p>SATS assessment to check progress against key stage 2 SATS and baseline assessments plus additional progress from assessment points.</p> <p>November 2018, March 2019, June 2019</p> <p>Pearson's assessments 1-3 to check progress against baseline assessment.</p> | <p>GG/PP</p> <p>PP/JR/LR</p> | <p>The students will continue to make progress in line with their peers throughout Key Stage 3 and 4.</p> <p>Every student will understand basic numeracy and have the ability to access the Key Stage 3 curriculum.</p> <p>There will be a demonstrable impact on the progress of students in the "catch up" cohort, whose mathematical ability progresses at a greater than chronological rate with gaps narrowing throughout KS3.</p> <p>Students are more self-reflective and take ownership of their learning.</p> | |
| <p>Year 8 All students are setted based on Key Stage 2 QLA and Year 7 internal assessments.</p> <p>Linear setting allows for students to be setted in terms of fine scores to enable further in class intervention.</p> <p>Numeracy Ninja program runs during form time as a form of catch up.</p> <p>Pupils have been monitored throughout year 7 and have been tested using a mixture of SATS and Pearson's assessments.</p> <p>All teachers have been given information on all pupil's progress for their classes, with pupils who have not made expected progress highlighted. The teachers are responsible for monitoring these pupils closely to ensure they make rapid progress.</p> <p>Throughout the year students will be monitored by end of unit assessments to identify pupils' areas of improvement.</p> | <p>End of topic tests plus half termly testing.</p> <p>November 2018, March 2019, June 2019</p> <p>Pearson's assessments 1-3 to check progress against baseline assessment.</p> | <p>95 – 99 KW/PP</p> <p>90 – 94 GG/PP</p> <p>Below 90 CH/PP</p> | <p>The students will continue to make progress in line with their peers throughout Key Stage 4.</p> <p>Every student will understand basic numeracy and have the ability to access the Key Stage 4 curriculum and prepare for their GCSE studies.</p> <p>There will be a demonstrable impact on the progress of students in the "catch up" cohort, whose mathematical ability progresses at a greater than chronological rate with gaps narrowing throughout KS4.</p> <p>Students are more self-reflective and take ownership of their learning.</p> | <p>Students who came with a scaled score of 95 – 99 October 2018 – 86% at standard</p> <p>Students who came with a scaled score of 90 – 94 October 2018 – 44% at standard</p> <p>Students who came with a scaled score of below 90 October 2018 – 14% at standard</p> |