

Year 7 Catch Up Premium 2016/17

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve at least level 4 in reading or maths at the end of key stage 2 (KS2). Schools receive £500 for each pupil in year 7 who did not achieve at least level 4 in reading or maths at the end of KS2.

All schools have to report on how this money was spent, as well as the impact of the premium to those pupils who are eligible

The literacy and numeracy catch up funding provides schools with an additional £500 for each pupil who did not achieve at least level 4 in English reading and / or mathematics at the end of Key Stage 2. It is provided to all state funded schools with a Year 7 cohort.

Thomas Gainsborough School received an additional **£29,741** for the academic year 2016 - 17

Expenditure:

The curriculum has been restructured to enable those pupils who did not secure level 4 or higher in English and/or math to have timetabled extra hours of the subjects. Students in this group now access 100 minutes per fortnight of English teaching in small groups with specialist learning assistants.

This small group work allows intensive and extended support to meet the needs of these students, ensuring that their core skills (which underpin the rest of the curriculum) are developed.

In addition the school has purchased a licence for LASS testing: which is a computerised, multifunctional assessment. The program employs the unique 'adaptive algorithm' developed by Lucid that ensures assessments are as brief as practicable without losing their accuracy.

The test modules have been carefully designed and scientifically validated for pupils in the age range 11 - 15 years.

LASS 11-15 assesses:

- Visual Memory
- Auditory-verbal memory
- Phonic reading skills
- Phonological processing ability
- Single word reading
- Sentence Reading
- Spelling

- Reasoning

LASS 11-15 is very easy to administer. Students require only minimum supervision while doing tests. LASS enables teachers to identify students with dyslexia (specific learning difficulty) but it has many other important functions as well, including:

- Assessing attainments in reading and spelling
- Measuring discrepancies between actual and expected literacy attainment
- Identifying underlying problems in memory or phonological skills
- Monitoring development in reading and spelling on a regular basis
- Evaluating progress in memory, phonological and phonic skills
- Estimating the student's intelligence
- Providing support evidence when applying for special arrangements in examinations
- Reasoning.

LASS 11-15 standardised norms cover the full ability range from below average to above average pupils. Any difficulties of a dyslexic nature or caused by underlying cognitive problems in phonology and/or memory can swiftly be identified. Assessment can be carried out on a regular basis to monitor progress. This information can be used in formulating Individual Education Plans (IEPs) and is valuable when considering whether or not to request a formal assessment by an educational psychologist.

The Catch Up funding also supports our Access provision. The Access class provides a primary based curriculum for a small group of students who need intensive intervention to support their social and emotional skills and / or their literacy and numeracy skills.

Outcomes for 2016 – 17

- 55 students benefited from literacy and numeracy intervention.
- 45 students increased their reading levels on the McMillan Reading test.
- 2 students decreased their standardised reading score. The decrease was 0.9 years and 0.4 years.
- 5 student's scores remained the same
- 3 students were removed from the group.
- Of the 41 students having Numeracy intervention 16 (39%) increased scores on their multiplication test (out of 40)
- The 6 students in the Access class all showed clear improvements in their literacy levels according to their LASS scores.

Funding for 2017 – 18

This year 53 students are eligible for the Year 7 Catch Up funding. We propose to use the money to fund the Literacy interventions as last year but will also introduce a reading group working with boys and girls separately. This will be run as an afterschool club.

Additional LSA support will be placed in the appropriate Maths classes and students will be withdrawn on an individual and small group basis to support progress in numeracy.