



## Year 7 literacy and numeracy catch-up premium report

The DfE provides additional funds for improving the attainment of our disadvantaged students. This grant is known the Year 7 literacy and numeracy catch-up premium. The funds are primarily aimed at improving Maths and English levels at KS2. An allocation is made for every student who has not achieved the 'expected standard' in reading or maths at KS2 as per the October school census.

This short report summarises how the previous year's funding was spent and how we intend to spend this year's funding. Most importantly, it provides information on the outcomes of the spending and the improvements made amongst our students.

Previous performance of cohorts	2018	2019	2020
Percentage of students making expected progress in maths:	72%	75%	N/A
Percentage of students making expected progress in English:	71%	65%	N/A

## Use of the Year 7 literacy and numeracy catch-up premium 2019/2020

<b>Total amount of Year 7 literacy and numeracy catch-up premium received for 2019/2020</b>	<b>£32,000</b>
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Spending of the Year 7 literacy and numeracy catch-up premium 2019/2020
<b>Objectives:</b>
<p><b>To support closing the attainment gap of students arriving at the academy who did not achieve the floor standard score of 100 in reading and/or mathematics at Key Stage 2.</b></p> <p>A percentage of the catch-up premium at The de Ferrers Academy was used to fund the provision of a bespoke curriculum for pupils who did not achieve expected standard at KS2. Target students were taught together in the 'Progress Group' which had a strong focus on literacy and numeracy, with additional time allocated to these key areas. The Year 7 catch-up funding has also been used by the Academy to provide literacy and numeracy support for Year 7 students. This enabled those students to be given the opportunity to catch up as quickly as possible. The majority of this was done by the Academy delivering additional tuition or intensive support in small groups, giving students valuable support to bring them up to speed so that they are more likely to succeed.</p>

## Summary of spending:

### Literacy spend

Amount	Provider	Details
3109.44	Renaissance Learning	AR licences as Lexonic follow up monitoring
4152	Lexia UK	Lexia reading software licence renewal for 3 years from 28/2/20
2040	Sound training for reading	Lexonic reading programme / staff training (JMR / MWi)
2400	Sound training for reading	Annual Lexonic product licence
122.26	Twinkl	Annual licence
7001.6	SLM & JMR staffing costs	5 hrs (0.2) @ M6
1458	Literacy Assessment Online	Reading age assessments for all Year 7 students

### Numeracy spend

Amount	Provider	Details
1836.78	McGraw-Hill	Maths intervention resources
2922.3	Year 12 students	£9.55 per hour x 18 hours per week x 17 weeks
1230.11	McGraw-Hill	Maths intervention resources (second cohort)
27.48	Yorkshire Purchasing Org	Materials to deliver sessions (pens etc)
122.26	Twinkl	Annual licence
264.84	Yorkshire Purchasing Org	Portable whiteboards x 2
2419.04	McGraw-Hill	Maths intervention resources (Student textbooks, workbooks etc)

### Interventions:

Our main literacy intervention utilised the Lexonic programme being delivered to cohorts of 4 students by specifically trained staff for an hour a week for 8 weeks. At the end of this programme the Accelerated Reader programme was used to continue to monitor progress and impact of the programme, as well as to ensure that progress continued to be made. This programme ran for 5 timetabled hours a week as well as during form time on 3 mornings a week.

Other strategies employed included:

- Targeted literacy and reading intervention each morning during form time provided by ISAs.
- Accelerated Reader – For all Year 7 students in sets 3-7 within their English programme of study.
- Reading age assessment package for whole Year 7 cohort.
- Reading and spelling tests.
- Tutor time directed reading scheme.
- Reviewing Key Stage 3 literacy schemes for learning.
- Introducing Lexia into the Literacy schemes of learning – (discussion with Inclusive Learning and English Faculties).
- World Book Day reading activities.

For 2019-20 we adopted a new initiative to support development in Maths for our identified targeted students. We utilised Year 12 A Level Maths students to deliver a scripted intervention package to cohorts of 6 students for 2 hours a week. The Year 12 students went through a rigorous application, interview and training process to be selected, which ensured excellent quality in the tuition programme. The scripted package emphasised and reinforced the key basic mathematical functions and was very well received by all students engaged in the programme.

The programme launched with six different cohorts, with each cohort being tutored by two different Year 12 students. Each cohort received two hours a week of intensive tuition.

Other strategies employed included:

- Central bank of resources on Google Drive developed to help faculties with teaching numeracy across the curriculum.
- Cross faculty collaboration (through use of Thursday night directed time) to ensure consistency in delivery of techniques across subjects.
- Twinkl subscription to provide appropriately challenging resources for students identified within the catch up cohort.

<b>Outcomes of 2019/2020 spending - Literacy</b>	
Number of pupils arriving in Year 7 below the expected standard:	126
Number of pupils improving to the expected standard by the end of the year:	N/A
Number of pupils remaining below the expected standard:	N/A
<b>How we made a difference to pupils achieving below the expected standard:</b>	
<p>The impact of COVID-19 and the national lockdown of school's from 20th March 2020 impacted significantly on the ability to complete and measure impact across the strategies and initiatives that were planned for the course of the whole academic year.</p> <p>Across all students who participated in the programme, there was on average a gain in reading age of 26 months per student and an average improvement in standardised score of 10 points. As a result of lockdown however, we were unable to validate these results with an alternative programme as we would have liked.</p>	

<b>Outcomes of 2019/2020 spending - Numeracy</b>	
Number of pupils arriving in Year 7 below the expected standard:	90
Number of pupils improving to the expected standard by the end of the year:	N/A
Number of pupils remaining below the expected standard:	N/A
<b>How we made a difference to pupils achieving below the expected standard:</b>	
<p>The impact of COVID-19 and the national lockdown of school's from 20th March 2020 impacted significantly on the ability to complete and measure impact across the strategies and initiatives that were planned for the course of the whole academic year.</p> <p>As a result of the COVID-19 lockdown, unfortunately no tangible objective data is available to measure the impact of the programme. Feedback received from the Math's teachers of those on the programme however consistently suggested that the programme was having the desired positive impact in closing the attainment gap for these students. It is intended to continue with this programme in 2020-21 as part of the COVID catch up initiative.</p>	

## Use of the Year 7 literacy and numeracy catch-up premium 2020/2021

Total amount of Year 7 literacy and numeracy catch-up premium received for 2020/2021	£ N/A
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Planned use of the Year 7 literacy and numeracy catch-up premium 2020/2021
<p>After the government's introduction of the National Funding Formula, the Department for Education has discontinued the Year 7 catch-up premium with effect from September 2020.</p> <p>The government has announced a one-off universal £650 million COVID catch-up premium for the 2020-21 academic year to ensure that schools have the support they need to help all students make up for lost teaching time. This equates to additional funding of approximately £148,000 this year for DFA (exact figure to be confirmed subject to census student numbers).</p> <p>A separate COVID catch up plan has been developed by the academy leadership team which will incorporate many of the strategies that would previously have been incorporated within the Year 7 catch up premium plan, such as numeracy and literacy Saturday school for targeted Year 7 and 8 students. A full outline of this plan will be available for governors in due course.</p>