Year 7 Literacy and Numeracy Catch-Up Premium Report 2015-16

In 2015-16, the Academy received **£31,000** in Literacy and Numeracy Catch-Up Premium. This premium is worth £500 for every student who arrives in our school in year 7 having not achieved a level 4 for reading and/or maths.

In 2015-16, we used the Literacy and Numeracy Catch-Up Premium to help fund the following provision:

HLTA in Basic Skills
L3 TA x 2
Rapid Plus Reading
Success Maker Literacy
2 x L2 TA

Total cost: **£80,500**

Literacy: HLTA Screen-Based Intervention

Our first literacy intervention is overseen by an experienced Higher Level Teaching Assistant and a Level 3 Teaching Assistant, using three main programmes:

SuccessMaker Literacy
Ruth Miskin Read Write Inc.
Rapid Plus

Rationale

Students who have been identified as requiring additional support for literacy are first tested using a standardised reading test, Access Reading Test (ART). This test provides us with a standardised score with 100 being average.

We measure the impact of the students' time in our literacy intervention in terms of the growth in this standardised score.

We use standardised scores to measure growth, rather than current English grades, because current English grade includes writing, speaking and listening, *and* reading, whereas we need to see whether students' reading has improved.

We use standardised scores rather than reading ages because reading ages tell us only how well a student is doing compared to their own chronological age, whereas

standardised scores compare their achievement on the test with the achievements of all students nationally who sat the test and who were the same age as this student when they sat the test. We believe benchmarking against nationally standardised data is a more valid measure of impact.

Impact

We grouped students into five cohorts. These included four small withdrawal groups who were supervised by an HLTA or a Level 3 TA, and one Nurture Group taught and overseen by either our Assistant AEN Coordinator or a specialist Primary trained teacher of vulnerable students.

The impact of these interventions were as follows:

Cohort	Start Standardised Score	End Standardised Score	Standardised Score Growth
1	78.67	89.56	+10.89
2	82.0	88.5	+6.5
3	83.78	97.22	+13.78
4	82.17	94.0	+11.38
5	88.0	92.56	+4.56
Progress Centre	81.13	83.61	+2.48

In all five groups, there was clear improvement, meaning the provision had succeeded in narrowing the gaps between these students' literacy skills at the starting point and the national average of 100.

Strand-by-Strand Progress

Cohort 1	Strand	Pre-Course Score	Post-Course Score	Change
	Literal Comprehension	9.0	10.1	+1.1
	Vocabulary	4.78	8.44	+3.66
	Inference	2.22	4.33	+2.11

	Analysis	4.22	4.44	+0.22

Cohort 2	Strand	Pre-Course Score	Post-Course Score	Change
	Literal Comprehension	7.64	11.95	+4.31
	Vocabulary	7.55	7.0	-0.55
	Inference	4.32	4.95	+0.63
	Analysis	3.14	3.59	+0.45

Cohort 3	Strand	Pre-Course Score	Post-Course Score	Change
	Literal Comprehension	8.89	11.11	+2.22
	Vocabulary	6.44	9.0	+2.56
	Inference	4.67	6.33	+1.66
	Analysis	3.44	5.56	+2.12

Cohort 4	Strand	Pre-Course Score	Post-Course Score	Change
	Literal Comprehension	9.0	12.17	+3.17
	Vocabulary	7.83	8.67	+0.84
	Inference	3.83	6.5	+2.67
	Analysis	3.67	4.83	+1.16

Cohort 5	Strand	Pre-Course Score	Post-Course Score	Change
	Literal Comprehension	11.0	12.11	+1.11
	Vocabulary	5.89	8.33	+2.44
	Inference	6.11	6.11	0

	Analysis	4.22	4.89	+0.67

Progress Centre	Strand	Pre-Course Score	Post-Course Score	Change
	Literal Comprehension	9.79	10.65	+0.86
	Vocabulary	6.0	6.47	+0.47
	Inference	3.63	4.69	+1.06
	Analysis	3.67	4.39	+0.72

Numeracy

Numeracy is delivered using Catch-Up Numeracy and Successmaker Maths. This programme is delivered by experienced Level 3 TAs and an HLTA.

Impact

Cohort	Start Standardised Score	End Standardised Score	Standardised Score Growth
1	76.9	86.6	9.7
2	78.7	86.5	7.8
3	87.5	90.6	2.9
4	77.5	90.5	13.0