



Year 7 literacy and numeracy catch-up premium

The Department for Education provides a literacy and numeracy catch-up premium for schools to support Year 7 students who achieved below age related expectations in the reading and/or mathematics Key Stage 2 National Curriculum tests.

In 2014/15 Sir John Hunt CSC received £19,000.

In 2015/16 Sir John Hunt CSC received £11,500.

In 2016/17 Sir John Hunt CSC received £14,608.

In 2017/18 Sir John Hunt CSC received £15,022.

How was the catch-up premium spent in 2014/15?

Literacy:

- Additional literacy lesson per week, in addition to the 5 lessons (x 50 minutes) per week of English
- Appointment of a Literacy Lead teacher who is primary trained
- Subscription to the Accelerated Reader programme, with 25 minutes per day of 'Drop and Read'
- Very small literacy intervention group, with a focus on phonics and progression through 'Read Write Inc'
- Small group teaching of the LIT Programme
- Focused small group intervention with the English HLTA
- Focused small group intervention with the KS3 Learning Mentor
- In-class support from the curriculum linked Learning Support Assistant

Numeracy:

- Subscription to the Accelerated Maths programme
- Small group teaching by qualified mathematics teacher
- Focused small group intervention with the mathematics HLTA
- Focused small group intervention with the KS3 Learning Mentor
- In-class support from the curriculum linked Learning Support Assistant

What was the impact of the funding on eligible students?

- 24 students did not achieve at least level 4 in their KS2 mathematics SATs. By the end of the academic year 2015, 10 of these students (42%) had achieved level 4.
- 19 students did not achieve at least level 4 in their KS2 English SATs. By the end of the academic year 2015, 17 of these students (89%) had achieved level 4.

How was the catch-up premium spent in 2015/16?

Following the success of the strategies implemented in 2014/15, these strategies continued in 2015/16. Progress was tracked on a termly basis.

What was the impact of the funding on eligible students?

- 15 students did not achieve at least level 4 in their KS2 mathematics SATs. By the end of the academic year 2016, 7 of these students (47%) had achieved level 4.
- 17 students did not achieve at least level 4 in their KS2 English SATs. By the end of the academic year 2016, 13 of these students (76%) had achieved level 4.

How was the catch-up premium spent in 2016/17?

The same interventions and strategies implemented in previous years were in place, with termly monitoring of progress.

In addition, the mathematics team introduced the ICCAMS Maths project at KS3. ICCAMS Maths is a collaborative project between the University of Nottingham and Durham University and is being evaluated by the University of Manchester. The project is funded by the Education Endowment Foundation (EEF).

ICCAMS Maths supports teachers in tackling students' common misconceptions around algebra and multiplicative reasoning and provides teachers with training, lesson plans and resources to help embed formative assessment in Year 7 and Year 8 mathematics classrooms.

What was the impact of the funding on eligible students?

For the first time, in 2016, primary school pupils sat the new style of KS3 SATs examinations and received scaled scores in reading, mathematics and GAPS (grammar, punctuation and spelling). Since National Curriculum levels are currently still being used in KS3 at Sir John Hunt, progress from baseline assessments completed in September has been analysed to demonstrate impact.

- 64 students did not achieve at least level 4 in their mathematics baseline assessments.
By the end of the academic year 2017, 43 of these students (69%) had achieved level 4.
- 23 students did not achieve at least level 4 in their English baseline assessments.
By the end of the academic year 2017, 20 of these students (87%) had achieved level 4.

How was the catch-up premium spent in 2017/18?

This academic year saw a move away from NC level assessment at KS3, with a new assessment structure in place, aligned to the GCSE 9 to 1 structure.

The same interventions and strategies implemented in previous years were in place, with 10 weekly data rounds in place to monitor progress.

What was the impact of the funding on eligible students?

- 44 students achieved below the KS2 scaled score of 100 (expected standard) in their KS2 SATS mathematics paper.
By the end of the academic year 2018, 23 of these students (55%) had achieved a scaled score of 100 or greater.
- 51 students achieved below the KS2 scaled score of 100 (expected standard) in their KS2 SATS reading paper.
By the end of the academic year 2018, ALL of these students had made at least one grade of progress from the English baseline.