



## Year 7 Literacy and Numeracy Catch Up Report 2017-2018

Catch-up money is used to support students who, for one reason or another, have fallen behind expectations in their primary school. In 2016/2017, there was no guidance published by the DfE on which students were entitled to the catch-up money. Therefore, at JBS, it was decided that any students whose prior attainment was below 93 in either (or both) Maths and English required intervention.

### Funds Allocation

2017-2018	Awaiting figure
2016-2017	£12,044
2015-2016	£10,500

### How was the money spent in English in 2016-2017?

- A specialist Literacy TA took small groups of students during English lessons in year 7.
- The reading recovery programmes Lexia and Nessy were used. Toe by Toe was used to engage the parents to support their child's literacy at home.
- Extra literacy sessions were delivered during PDT time.
- Close monitoring by the Teaching and Learning Co-ordinator for Key Stage 3 English.
- Literacy sessions during Summer school.
- All students were listened to reading during Literacy lessons.

### What was the impact of the money spent in English?

7 students entered JBS with a scaled score of less than 93.

The progress in reading and spelling ages is shown in the table below. The data shows that the reading recovery programme made a significant difference. However, there are still students who are not making progress at a sufficient pace (40%). Therefore, these students are receiving extra support in year 8 on the school's reading recovery programme.

	Spelling age	Reading age
+12months	40%	40%
+24 months	60%	60%

*NB Two students left the school during the academic term.*



## Maths

### How was the money spent in maths in 2016-2017?

8 students entered JBS with a scaled score of less than 93.

These students were offered the following intervention:

1. Year 6 transition maths in term 6 at JBS.
2. Numeracy Ninjas during lessons (a numeracy programme to promote basic skills).
3. Small group teaching/intervention with a specialist numeracy TA.
4. Maths club every Tuesday after school to embed key skills (place value/calculations/FDP) and make maths fun.
5. PDT intervention during term 6 for those students who made limited progress throughout the year.
6. Access to concrete resources such as fraction shapes.

Numeracy intervention focussed on the three most pressing skill areas for the student from the skills listed below:

- Place value
- Multiplying and dividing by powers of 10
- Addition and subtraction
- Fractions/decimals/percentage conversions
- Times tables and associated division facts

These skills were selected as they are key building blocks for mathematical progression.

### What was the impact of the money spent in maths in 2016/2017?

Year 7	2016 -2017		2015 - 2016	
	Progress	Attainment	Progress	Attainment
<b>Below 93 (3b and below)</b>	19%	26%	6%	16%
<b>93 – 99 (3a – 4c)</b>	11%	29%	13%	27%
<b>Whole cohort</b>	16%	43%	14%	44%

Progress in maths is measured by calculating the difference between an initial assessment and a final assessment. Good progress is defined as 12% in the whole cohort.



## **Planned Spending in 2017/2018**

### **English Intervention 2017/2018**

- A specialist Literacy TA will take small groups of students during English lessons in year 7.
- The reading recovery programmes Lexia and Nessler will be used.
- Extra literacy sessions during PDT time.
- Close monitoring by the Teaching and Learning Co-ordinator for Key Stage 3 English. This group will be further monitored during Raising Standards meetings.
- Literacy sessions during Summer school.
- All students will be listened to reading aloud during Literacy lessons.

### **Maths 2017/2018**

- A specialist Numeracy TA will take small groups of students during Maths lessons in year 7
- Head of Department and Numeracy TA will take bespoke PDT sessions completing “Animal Maths” which works on the four key strands of numeracy skills. Students will also work on “Timetable Rockstars.”
- Numeracy sessions will be run in the Summer School programme.
- Maths club every Tuesday after school to embed key skills (place value/calculations/FDP) and make maths fun.
- Resources will be provided (eg Fraction shapes).
- Close monitoring by the Teacher and Learning Co-ordinator for Key Stage 3 maths. This group will be further monitored during Raising Standards meetings.

### **Rationale for Spend**

The interventions were chosen because of research by EEF/Sutton Trust, stating that small group tuition is a positive spend of money (+four months). Also, through evaluation, including data analysis and student voice, there is confidence that these strategies are successful. All decisions have been informed by the QLA data from Key Stage 2 SATS examinations. This has been analysed and used by all teachers in English and Maths.