

## **Year 7 Catch Up Literacy Premium Update: September 2019**

### **Year 7 Literacy allocation for the current 2019-2020**

The allocation for this year has yet to be confirmed. As of September 2019, students who have not yet met their expected level of progress in reading and SPaG (spelling, punctuation and grammar) at the end of Key Stage 2 will be considered for literacy intervention. These pupils will be further screened using G and L assessments. This is a national standardised test carried out by all year 7 pupils at the start of their academic year. It will assess spelling, punctuation and grammar. In addition reading and spelling ages will be assessed. We will also use transfer of information from our feeder primary schools. Different levels of support will be offered to these pupils. Group 1 will receive a specialist level of support as they were dis-applied from Key Stage 2 testing or scored very poorly on the externally marked tests. Group 2 pupils will follow the nationally standardised Catch-up Literacy programme.

### **Details of how you intend to spend your allocation**

The college will continue to use the Catch-up Literacy programme, a one to one intervention programme that is suitable for all struggling readers whose reading age is significantly below that expected for their chronological age. Pupils have to meet three criteria in order to complete the programme successfully: meet all their Catch-up targets; be able to understand and spell 240 key words and be within at least 6 months of their chronological reading age. This support will begin before the end of the first half term.

### **Details of how the allocation was spent in the previous academic year 2018-2019**

The Literacy and Numeracy Catch-up Premium provides schools with an additional **£8609.00** for Year 7 pupils who did not achieve at least level 1 in reading and/or mathematics at the end of KS2. During the period of 2018-19, there were 25 Year 7 pupils who had been not yet met their expected level of progress in reading and spelling punctuation and grammar (SPaG) at the end of Key Stage 2 Group Reading Tests. They were further re-tested on a one-to-one basis using the Salford Reading Test (a diagnostic test recommended by the Catch-up Literacy programme). Three different levels of support were offered to pupils.

### **Group 1 Specialist teaching level support**

In group 1, 7 pupils had been identified as requiring a specialist level of support. These pupils were either dis-applied from Key Stage 2 or scored very poorly in externally marked tests. These pupils received support on a one to one basis by a specialist support teacher from SENISS outreach services.

### **Delivery**

The Specialist teaching was delivered over a period of 3 terms. Each pupil received one-to-one support and was allocated a 1 hour session per week during that time.

### **Group 2 Catch-up Literacy programme**

In group 2, 7 pupils had been identified as working towards their expected level of English at Key Stage 2 and whose reading and comprehension was below the functional age of 10 years and 6 months.

1 Learning Support assistants (LSA) was selected to deliver the Catch-up Literacy programme. She had received the official training in the Catch-up Literacy programme in December 2018 as organised by the Local Authority.

### **Delivery**

The Catch-up Literacy programme was delivered over a period of 3 terms. Each pupil received one-to-one support and was allocated 2 x 15 minute sessions per week during that time.

### **Group 3 Tutor Trust**

11 pupils were selected for the this level of support. This programme was designed for pupils whose level of literacy was above 10 years and 6 months but did not meet the Key Stage 2 literacy target. Their intervention was delivered by teachers of the Tutor trust foundation. The focus of this support was determined by the English department who specified that in order to close the gap, pupils would study a variety of challenging texts and develop their inference skills.

### **Delivery**

Pupils were taught in groups of 4 over a period of 6 weeks. They received a total of 6, 2 hour sessions each Friday from 1pm to 3pm.

### **Costs**

Item	Description	Cost	Purpose
Specialist teaching staff <b>SENISS</b>	Teaching pupils with specific learning needs	<b>£7960</b>	To deliver high quality specialist teaching to pupils with specific learning needs
Staffing – Teachers.	On-going salary costs	<b>£2100</b>	To provide high quality 1-1 support for pupils on the Catch Up programme and Follow On provision from fully trained staff.
Resources	Stationary, storage, photocopying	£400	To ensure pupils have appropriate equipment and resources.
	Total cost	<b>£10460</b>	

### Impact of Interventions

STUDENT NO.	TYPE OF INTERVENTION	Reading age September 2018	Reading age July 2019	PROGRESS IN MONTHS	TA LEVEL JULY 2019
<b>1</b>	Specialist teacher of SEN	7.07	8.07	<b>12</b>	<b>1</b>
<b>2</b>	Specialist teacher of SEN	7.10	8.11	<b>13</b>	<b>2</b>
<b>3</b>	Specialist teacher of SEN	6.05	7.02	<b>9</b>	<b>W</b>

<b>4</b>	Specialist teacher of SEN	7.00	7.11	<b>11</b>	<b>1+</b>
<b>5</b>	Specialist teacher of SEN	6.01	7.00	<b>11</b>	<b>1-</b>
<b>6</b>	Specialist teacher of SEN	7.04	7.09	<b>5</b>	<b>W</b>
<b>7</b>	Specialist teacher of SEN	7.11	8.00	<b>3</b>	<b>W</b>
		<b>Oct 2018 Salford reading age</b>	<b>June 2019 Salford reading age</b>		
<b>1</b>	Catch-up literacy	9.07	11.01	<b>20</b>	<b>1+</b>
<b>2</b>	Catch-up literacy	10.03	11.01	<b>10</b>	<b>2-</b>
<b>3</b>	Catch-up literacy	10.02	11.00	<b>10</b>	<b>2-</b>
<b>4</b>	Catch-up literacy	9.07	11.00	<b>17</b>	<b>1</b>
<b>5</b>	Catch-up literacy	9.05	9.08	<b>3</b>	<b>1-</b>
<b>6</b>	Catch-up literacy	9.03	11.00	<b>21</b>	<b>1+</b>
<b>7</b>	Catch-up literacy	9.08	11.02	<b>18</b>	<b>1+</b>

**Tutor trust**

These pupils received 6 2 hour sessions over a period of 6 weeks on Friday's 1 to 3pm after school.

<b>Student number</b>	<b>Teacher assessment level September 2018</b>	<b>Teacher assessment level June 2019</b>
1	1	<b>2</b>
2	2-	<b>2+</b>
3	1-	<b>1</b>
4	1-	<b>1</b>
5	1-	<b>1+</b>
6	1-	<b>1+</b>
7	1+	<b>1+</b>
8	1	<b>1+</b>
9	1	<b>1+</b>
10	1	<b>1</b>
11	1	<b>2-</b>

### **Summary of progress for literacy in Year 7 2018-19**

#### **SENISS outreach teacher**

6 out 7, 86% of pupils achieved or exceeded their target level.

**4 out 7, 57%** of pupils exceeded their target level.

**5 out of 7, 71%** of pupils increased their reading age by 6 months or more.

2 out of 7, 29% of pupils increased their reading by 3 to 5 months.

#### **Catch-up Literacy programme**

The original number of pupils participating in this programme due to either transferring to a new educational setting or transferring to a different level of intervention. This has been indicated in the table. Of the 7 remaining pupils, the following progress has been made.

**6 out of 7 pupils, 86%** achieved or exceeded their target level.

**4 out of 7** pupils, 57% exceeded their target level.

**6 out of 7 pupils, 86%** achieved level 1 or more.

**100%** of pupils improved their reading age.

1 out of 7 pupils,

**43%** of pupil improved their reading age by 18 months or more.

### **Tutor Trust**

11 pupils were identified as pupils who had reached their functional reading age in September 2018. They therefore received support in developing inference skills.

**8 out of 11 pupil,73%** achieved or above their target level.

**4 out 11 pupils, 36%** achieved above their target level.

**3 out 11 pupils, 27%** of pupils maintained their target level.

### **Comments**

The evidence informs us that most SEN pupils have made expected progress or better in their reading ages and levels of progress. However, many of these pupils are still performing below their expected level of reading nationally.

Pupils who attended the Literacy Catch-up Programme have also significantly improved their reading ages and have achieved on or above their expected level of progress in English.

Two thirds of pupils attending the Tutor Trust have made the expected progress. All have reached the expected level of progress by the end of year 7.

Pupils who have performed less well are due to a combination of factors, such as pupil attendance and therefore having received a reduced number of sessions offered. Other issues identified in the Specialist group are pupils who have concentration difficulties and low self-esteem.

### **Next steps**

All programmes will continue to be monitored closely. However, greater collaboration between teachers and the intervention team will take place, so that a more bespoke programme of support can be achieved.

