



NOTTINGHAM GIRLS' ACADEMY

Information

The literacy and numeracy catch-up premium provides schools with an additional £500 for each year 7 pupil who did not achieve at least a level 4 in reading and/or mathematics at the end of key stage 2.

It is provided to all state-funded schools with a year 7 cohort, including special schools, alternative provision (AP) settings and pupil referral units (PRUs).

Using the formula

In January 2013, David Laws, the Minister of State for Schools, wrote to Headteachers of year 7 pupils about the year 7 catch-up premium and how this money should be used.

The Nottingham Girls' Academy received the sum of £12,000 for this initiative. We have used this effectively to:

- Enhance the rate of progress in Reading and Number ages of typically developing learners.
- Maximise the effectiveness of support staff.
- Encourage learning through success with interventions to individual needs.
- Improve learners' confidence, behaviour and engagement in the whole curriculum.

Combined with Pupil Premium monies, the funding was used in the following ways:

- We have increased the staffing in the English faculty by 0.6
- We have increased the staffing in the Mathematics faculty by 0.2
- We have created a new position of responsibility in the mathematics faculty to oversee catch-up numeracy
- We have deployed two full time Teaching Assistants for the sole purpose of delivering and evaluating the impact of literacy and numeracy catch-up.

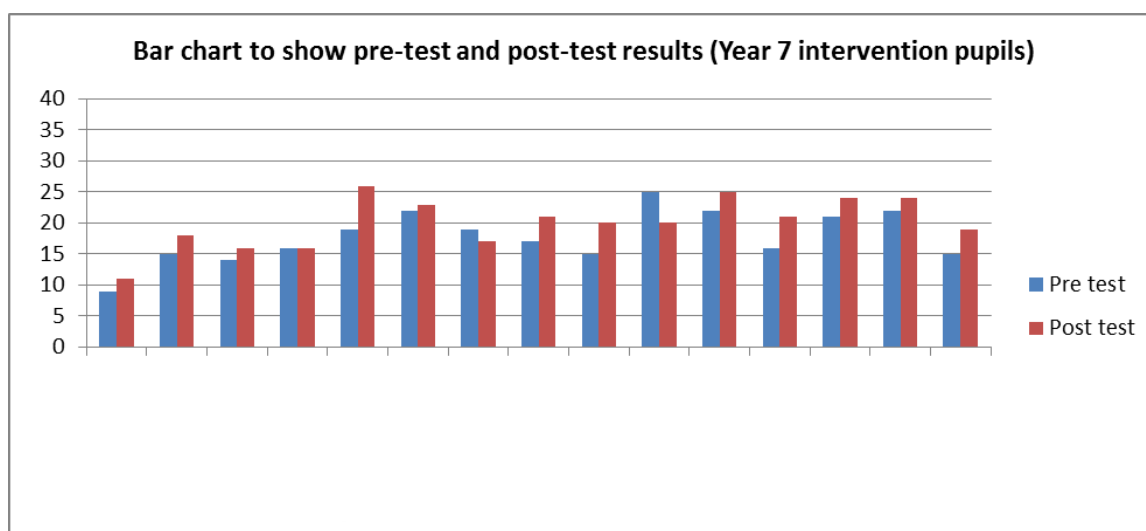
The following is a summary of our literacy and numeracy programme and the impact that it has had:

Numeracy Intervention Programmes

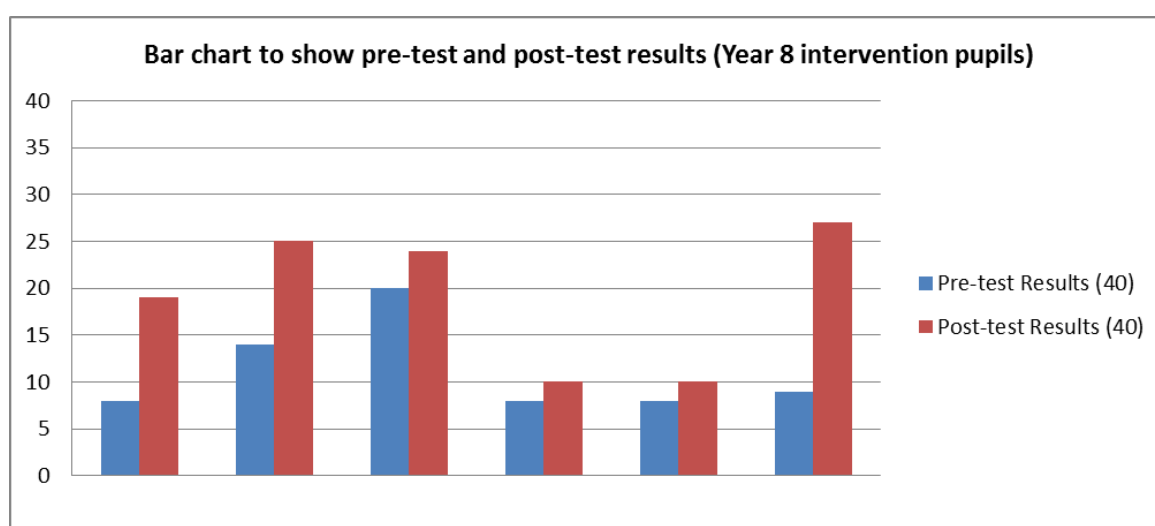
Numeracy Catch up Review (2015 – 16) Cohort

During the academic year 2015-2016, students from Years 7 to 11 had access to the numeracy intervention programme. 15 students from Year 7 were selected to take part in the programme on the basis of their maths baseline test results and low KS2 attainment levels in addition to their SEN status. The duration of the programme was ten weeks. Each student had two sessions per week with Mrs Ireson. After the second cohort of students completed the programme, we realised that some of the students would benefit from additional help. Consequently, the opportunity was provided for 6 students to do another ten weeks. To assess the effectiveness of the programme, a pre-intervention assessment was administered prior to the numeracy catch up sessions; these were then followed by a post-intervention assessment. Overall for this academic year, we saw a great improvement in the performance of the students who participated in the programme.

The graph below demonstrates a greater performance on the post-intervention assessment by a vast majority of students compared to the pre-intervention assessment. Of the 15 Year 7 pupils that took part in the sessions, 80% performed better on their post-test, 7% achieved the same result on both assessments and 13% did not exceed their pre-test result. Also, all Year 7 students who achieved less than Level 4 on their KS2 SATs participated in further intervention sessions whether they did the initial 10 weeks programme or not. These students also saw an increase in their performance.



6 Year 8 pupils, having been identified as needing further numeracy intervention also undertook sessions with Mrs Younas this year. Students were taken out once a week for two terms. Work books and resources were provided and the students were tested as before. An analysis of the results of the intervention sessions are shown below:



All students performed better in their post-intervention assessments with one performing extremely well with an increase of 200% on her post-test in comparison to her pre-test result.

Students were also selected from the Year 9, 10 and 11 cohorts to partake in the intervention programme. Intervention in Year 9 and 10 was managed by Mrs Younas and intervention in Year 11 was managed by Mrs Hill. Additional measures were put into place to aid the efficiency of the intervention programme. Year 11 students who were projected A/B grades (Set 1) in GCSE Mathematics mentored Year 11 students who were borderline Grade C at GCSE Level. Year 11 students projected Grade C for GCSE Mathematics also mentored Year 7 catch up pupils. Lastly, Year 13 Mathematics students mentored Year 11 students who were borderline Grade B at GCSE Level. These additional measures have also contributed to the success we have seen with the numeracy intervention programme this year.

Overall, the data supports the view that intervention sessions have proven to be of benefit to students as the vast majority displayed increases in their performance in numeracy having partaken in the programme.

Literacy Intervention Programmes

Literacy Intervention 1: 10 week Literacy Booster

Nine students participated in the 10 week literacy booster programme last year. The intention of the programme is to improve the reading and spelling age scores of students by more than their chronological age within the duration of the programme and is taught by a Literacy Level 3 TA. The programme is aimed at the students with low levels of literacy so the following criteria is used to select students:

Verbal CATs score – Standardised Score of below 85

New Group Reading Test – Standardised Score of below 85

Key Stage Spelling, Grammar and punctuation Score - 3.33 (3c or below)

The students were taught in two small groups and received four sessions lasting thirty minutes per week. Individual progress was measured through the administration of reading age and spelling age tests in the first and final sessions of the programme. Following the group work, students were visited in lessons by a literacy mentor and their English attainment levels were monitored to ensure the skills transferred from the group work sessions into independent class work.

Impact of the 10 week Literacy Booster

Reading Skills

Reading Age Baseline Test (Months)	Reading Age Re-Test (Months)	Overall Progress (Months)	Intervention Impact (Overall Progress – Duration of Intervention)
7.11	9.00	12.00	9.5 months
7.02	7.06	4.00	1.5 months
6.03	8.03	24.00	21.5 months
8.03	9.08	19.00	16.5 months
7.11	9.08	21.00	18.5 months
9.00	9.08	8.00	5.5 months
8.03	9.00	9.00	3.5 months
8.07	9.08	13.00	10.5 months
8.07	10.00	17.00	14.5 months

Analysis of Reading Skills

All students made significant gains in their reading skills over the 10 week period. Reading ages of five students increased by more than 10 months and three students gained more than fifteen months with the largest gain being 21 and a half months.

Spelling Skills

Spelling Age Baseline Test (Months)	Spelling Age Re-Test (Months)	Overall Progress (Months)	Intervention Impact (Overall Progress – Duration of Intervention)
7.05	8.00	7.00	4.5 months
6.02	6.05	4.00	1.5 months
6.09	7.04	5.00	2.5 months
7.04	7.08	4.00	1.5 months
8.02	8.00	-2.00	-4.5 months
9.01	9.07	6.00	3.5 months
8.01	8.01	0.00	-2.5 months
9.01	9.00	-1.00	-3.5 months
7.08	9.09	25.00	22.5 months

Analysis of Spelling Skills

Five students made significant gains in their spelling skills over the 10 week period with one student increasing her spelling age by 22 and a half months. However, the spelling ages of three students did not increase over the course of the programme so they were given spelling booklets to use in their lessons and two of the three were included in a longer term literacy intervention.

Literacy Intervention 2: Lexia Strategies web based Intervention

Eleven students were enrolled onto the Lexia Reading Intervention Programme. The programme develops the reading skills that students need across the curriculum by providing targeted practice and instruction. The programme is aimed at students who have a National Curriculum level of below Level 5. The following criteria were applied to select the students:

Verbal CATs Score – Standardised Score below 95

NGRT Reading Test – Standardised Score below 95

KS2 English SAT – 4.33 (4c) or below

Identified as having literacy related difficulties on the SEND register

The students attended 3 or 4 sessions a week enabling them to spend 60 minutes per week upon the programme. Individual progress is measured through an initial baseline assessment which places individuals at the appropriate level and progress is tracked as they move through the levels. In addition, the English attainment levels of selected students are monitored to check that the skills are transferring into independent class work.

Impact of Lexia Strategies

SEND	Lexia Baseline Level (February 2016)	Lexia Level 22/7/16	Lexia Sub Levels	English Point Score Autumn 15	English SLOP from KS2	English Point Score Spring 16	English SLOP from KS2
MLD	Level 1	Level 2	3	17	1	21	3
Medical	Level 1	Level 2	3	23	-1	25	0
Low Literacy	Level 1	Level 2	3	17	-1	19	0
Low Literacy	Level 1	Level 2	3	15	0	17	1
Low Literacy	Level 1	Level 2	3	NA	NA	23	2
Low Literacy	Level 2	Level 2	2	21	1	23	2
Low Literacy	Level 1	Level 2	3	23	4	25	0
SPLD @ Primary	Level 1	Level 2	3	23	-4	25	-3
Low Literacy	Level 2	Level 3	3	21	1	23	2
Low Literacy	Level 1	Level 3	3	NA	NA	29	7
SPLD	Level 2	Level 2	2	27	0	29	1

Analysis of Lexia Strategies

All students have made progress and are working through the Lexia levels at an appropriate speed and although 6 students have not yet made the expected progress from their KS2 starting point, they have all made progress from the Autumn to Spring Term. Five of the students had a very low CATs score (below 70) which indicates their progress will be slower than in average learners.

All students will be given an opportunity to continue this intervention until they reach the end point (level 5.)

Literacy Intervention 3: Catch Up Literacy

One student accessed the 1-1 Catch Up Literacy Programme which aims to help students improve their decoding and reading comprehension skills. Students attend twenty minute sessions twice per week which are delivered by a specially trained Level 3 TA. Unfortunately our participant left the school although her results show she increased her reading age by 13 months in 8 months suggesting that the intervention boosted her reading skills by 5 months.

SEND	Baseline Reading Age (Months)	Re-Test Reading Age (Months)	Progress Made (Months)	Total Progress – Intervention Duration (8 months)
SPLD	8.03	9.04	13	5