



# LITERACY AND NUMERACY CATCH UP PREMIUM REPORT

## KIRKBY COLLEGE ACADEMY



November 2020

The Literacy and Numeracy Catch Up premium gives additional funding to support year 7 students who did not achieve the expected standard in reading or mathematics at the end of Key Stage 2. The Catch Up Funding is allocated to each year 7 student who did not achieve a scaled score of 100 which represents the expected standard. Students are NOT eligible for double the funding if they fall below the expected standard in both English and Maths.

During the academic year 2019-2020 the academy received £5,042 to provide interventions to support improvement.

Scaled scores for the cohorts over the last academic year in reading and mathematics are below:

| Reading score | 19-20     | Maths score  | 19-20     |
|---------------|-----------|--------------|-----------|
| 76-79         | 1         | 76-79        | 2         |
| 80-85         | 3         | 80-85        | 1         |
| 86-90         | 6         | 86-90        | 3         |
| 91-95         | 13        | 91-95        | 13        |
| 96-99         | 8         | 96-99        | 5         |
| <b>Total</b>  | <b>30</b> | <b>Total</b> | <b>24</b> |

### Overall strategies to support students included:

- Small group intervention for students in literacy and numeracy focused on improving basic skills to boost confidence and knowledge in those subject areas. Programmes such as Rapid Plus, ARROW reading, Accelerated Reader and Fresh Start were used to help improve literacy. During maths sessions, our students worked on differentiated maths skills with the support of a Learning Support Assistant or Higher Level Teaching Assistant in line with the year 7 curriculum in the classroom environment, working either 1:1 or 1:2.
- Accelerated Reader provision for all Year 7 students. Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. It is an internet-based software which assesses reading age, and suggests books that match student needs and interests. Students take computerised quizzes on the books and earn AR points as they progress.
- High quality classroom provision through quality first teaching. An example of this is:
  - Staff used the whole school reading ages to ensure that the language used in the work and homework is accessible to all students.
  - As staff were aware of the KS2 data, seating plans can be created to enable students who require additional support to sit with peers who are in a position to support, thus encouraging paired work to take place and targeting any additional need in Maths and English.
- ELSA (Emotional Literacy Support Assistance) work was done with identified students to support their emotional well-being. Students accessed ELSA once a week over a 6-week period.
- ERIC (Everyone Reading In Class) time for all students during Ready To Learn for one session a week.
- The Head of English underwent training to plan and deliver Robust Reading. This involved whole staff undergoing CPD.

### Budget:

|                                       |          |
|---------------------------------------|----------|
| Numeracy Licence – Ten Ticks          | £99.00   |
| Literacy Licence – Lexia              | £750.00  |
| Literacy Licence – Accelerated Reader | £1878.00 |
| Literacy Licence – Star Reader        | £894.00  |

|                                   |                 |
|-----------------------------------|-----------------|
| Resource subscriptions – Literacy | £250.00         |
| Coloured overlays                 | £86.00          |
| Photocopying charges              | £85.00          |
| Library books                     | £760.00         |
| Book Buzz Launch Pack             | £240.00         |
| <b>Total:</b>                     | <b>£5042.00</b> |

### Impact:

- ✓ 100% of identified students completed a Star Reading test. 59% of the student improved by at least 1 score point.
- ✓ 15 students took part in library lessons and worked 1:1 to improve reading skills and become independent readers.
- ✓ 4 students were part of a group that worked on building comprehension skills and handwriting practice once a week within Learning Support. This small group allowed students to practice the best way of learning for them, including working on a laptop and accessing online programmes to improve typing skills and speed, thus enabling students to complete tasks in the time set and see a general improvement in their handwriting.
- ✓ 1 student had 1:1 English support outside of their lesson once a week to help engagement and completion of tasks.
- ✓ 10 students worked with a Higher Level Teaching Assistant to support them with their English and additional library lessons. This resulted in students being able to work independently, meet any outcomes set, their reading improved as well being more confident in attempting literacy activities as work was differentiated for individual students.
- ✓ 3 students worked with a Higher Level Teaching Assistant in a small group within their maths lessons to become familiar with the areas of maths that they found difficult (such as multiplication) and work on this. This allowed students to feel more confident when facing tough work and improve their maths skills.
- ✓ 2 students received 1:1 reading tuition with a Learning Support Assistant during tutor time every day. This dedication over time showed that the students showed good understanding and comprehension as well as building up a trusting relationships with a key adult in school.
- ✓ 1 student received a full programme (6 weeks) of ELSA work which included developing a deeper understanding of their emotions and how to regulate and cope with strong emotions. 2 students were put on the waiting list.
- ✓ 13 students were supported in a variety of classes by a Higher Level Teaching Assistant. This involved sometimes working 1:1 or in a small group to work on focus, checking in with students to ensure there was understanding of the work, encouraging students to stay on task, breaking down instructions and tasks into manageable chunks, celebrating achievements, use of (sometimes differentiated) questioning to demonstrate understanding, catching up on any work if the student had been absent, use of strategies and support implemented for students with visual impairment, as well as being emotional support when needed.

### Next Steps:

- Literacy and Numeracy funding is no longer available for the Year 2020-21.
- Strategies for supporting catch up in Year 7 in Literacy and Numeracy are now embedded within the COVID-19 Catch-up Plan.