

Year 7 and 8 Literacy and Numeracy Catch-up Premium (LNCP) Overview 2018-19



Numbers of students eligible for LNCP	2015	2016 *	2017 *	2018 *
Number of Y7 students who did not achieve the standard in reading at the end of KS2	13	52	51	41
Number of Y7 students who did not achieve the standard in mathematics at the end of KS2	13	27	32 (<100)	28 (<100)

*methodology changed with introduction of new scaled scores

Year 7 Literacy and Numeracy Catch-up Premium Overview 2017-18 Record of LNCP Spending by Item/Project

1.1

Item/Project	Cost	Objective(s)	Outcome
Transition Teacher (0.5) Transition Group LSA English Support Worker Maths Support Worker	£21,000 £17,000 £1,000 £1,000	To secure on target attainment in English for all students with KS2 attainment below the expected standard by July 2019	79% of Year 7 students and 62% of Year 8 students ended the year achieving grade 4 at GCSE using United Learning English tests As a result of these interventions, those pupils who were not part of the Transition Group but have a reading age below 9.5, gained an average increase in reading age of 26 months from October 2017 to June 2018. At the beginning of the year, 100% of the RM pupils were below ARE. By the end of the year only

		<p>86.96 were below ARE.</p> <p>At the beginning of the year, 100% of RM pupils had a RA more than 6 months below CA. By July 2018, 82.1% had a RA more than 6 months below CA.</p> <p>Pupils in the Transition Group gained an average increase of 12.2 months in reading age from October 2017 to June 2018.</p> <p>Pupils within the intervention group (this excludes our transition group), 68% of Year 7 students and 74% of Year 8 students ended the year from intervention at ARG grade 4 (within 6 month at GCSE using United Learning Maths tests.</p>
		<p>To secure on target attainment in Maths for all students with KS2 attainment below the expected standard by July 2019</p>

Summary of LNCP Spending 2018-19

Objectives in Spending LNCP:

- To ensure that all students reach ARE of Level 4 by the end of Year 8 in English and Mathematics
- to support students who did not achieve the expected standard in reading at the end of KS2 and to improve the reading ages of students in Y7
- to support students who did not achieve the expected standard in mathematics at the end of KS2
- to support all students in achieving their target grades

- to enable all students to make rapid and sustained progress in reading and mathematics

Summary of Spending and Actions Taken:

- Transition Teacher
- Intervention team - including LSA for Y7 support
- Transition Group of 12 pupils to allow bespoke support and intervention for those pupils most in need
- Additional teaching group in Year 7 to create smaller maths and English teaching sets
- Maths KS3 Co-ordinator to help students with a maths score below 100 who are not in the Transition Group
- English Team trained in Ruth Miskin methodology to help with EAL students with Reading and Writing scores below 100 who are not in the Transition Group
- Resources including Ruth Miskin training and resources, Headway course books and resources, Hegarty Maths, Revision Guides and materials, software, books, IT equipment

Year 7 Literacy and Numeracy Catch-up Premium Overview 2018-19 Record of LNCP Spending by Item/Project

Item/Project	Cost	Objective(s)	Outcome
Transition Teacher (0.5)	£21,000	To secure on target attainment in English for 50% of students with KS2 attainment of <100 by January 2019.	
Transition Group LSA	£17,000		
English Support Worker	£5,000	To secure on target attainment in English for 75% students with KS2 attainment of <100 by April 2019.	
Maths KS3 Co-ordinator	£1,000		
Ruth Miskin Training	£1,000	To secure on target attainment in English for all students with KS2 attainment of <100 by July 2019	
		To secure on target attainment in Maths for all students with	

		KS2 attainment of <100 by July 2019	
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Ruth Miskin Fresh Start Programme

Fresh Start (FS) is a catch-up literacy intervention for pupils at risk of falling behind their peers in early secondary schooling. FS provides systematic and rigorous practice in phonics so that pupils are at an appropriate level in reading after completion of the intervention. In the first instance, pupils are assessed and then grouped according to their levels of reading ability. Teaching in these groups begins with recognition, practice and blending of sounds and graphemes, based on a set of age related module booklets. The teaching of the complex alphabetic code is also taught throughout the intervention. Further information regarding the programme can be found by clicking on the following links:

Reading Reform Foundation

- <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start>
- www.ruthmiskin.com

Selection Process

All pupils who achieved a reading age in September 2017 of Age 9.5 or below are currently completing the Fresh Start programme at WHGS. In light of the findings in the Rose Review (2006), the need for a systematic phonics programme is vital in the teaching of early reading, and confident decoding skills are crucial in the process of reading and comprehension.

The intentions of Fresh Start are to get all children reading and writing fluently. Consisting of 33 modules, the programme engages pupils with age-appropriate anthologies, ensuring all children can read confidently upon completion of the programme. All learning is embedded through partner practice and engaging tasks, underpinned through the systematic teaching of phonics.

Fresh Start Case Studies

Please click on the link below for case studies regarding the successful outcomes of Fresh Start at numerous other schools across the country.

- www.ruthmiskin.com/en/resources/ruth-miskin-training-dundee-project/?region=uk

Overview of the Y7 Standards in Reading at the End of KS2 (September 2018)

1.2

Category	Number of Students	% of Students
Achieved Standard	144	77.42
Not Achieved Standard	41	22.16
Working Below Standard	32	17.2
No result	9	4.84
Not Achieved/Working Below	32	17.2

Y7 Reading Age and EAL Data Capture as at September 2018

1.3

Category	Number of Students	% of Students
EAL	104	56%
RA below 9.5 years	24	13%
RA below 9.5 years and PP	17	20% of PP students
RA below chronological age who are PP	33	40% of PP students
RA below chronological age who are EAL	36	35% of EAL students

Pupils Completing the Programme

1.4

Intervention delivered in place of MFL English lessons delivered by SpLD specialist – lessons have a strong emphasis on decoding and comprehension.	11 Y7 Pupils
Delivered through English lessons	7T (Transition Group)

Additional Support/Intervention

1.5

Y7 Reading Group Tuesday & Thursday lunch-time	Optional but pupils encouraged regularly to attend.
Y7 Literacy & Registration Booklets	Literacy booster booklets completed during form time on a Wednesday, week 2. Book boxes – pupils select and read books during form time, Wednesday, week 1
Y7 The Literacy & EAL Workshop Thursday lunch-time	All Y7 pupils encouraged to attend the workshop every Thursday (lunch time).
EAL Lessons/ support during PSHE and form time. Additional support, course guidance and resources are given to boost pupils' existing knowledge of English as an additional language	Pupils working at beginner level English are following the New Headway English course, the course is coordinated and delivered by a qualified and experienced TESOL teacher. Further information regarding the course is available via the following link: www.oup.com/elt/headway .
RAY Groups	Every child in Years 7 and 8 with a RA below CA will belong to one of three cohorts – see table 1.6 (RAY Cohorts)
PTV Programme	Pre-teaching vocabulary programme booklets for all Year 7 pupils.

Every child in Years 7 and 8 with a RA below CA will belong to one of the following three cohorts.

1.6

RAY Cohorts

Colour and Cohort	Criteria	Intervention
RED	Reading age below 9.5	Ruth Miskin Phonics Programme Intervention/ English teacher and Literacy Coordinator to track and monitor progress. Book report - C .Daly/ J. Turan Additional lunch time session delivered weekly during lunch.
Amber	Reading age above 9.5 but more than one year below chronological age.	Intervention during PSHE. Book report by J. Turan and C. Daly and relayed to tutor. Tuesday & Thursday (1:30-1:55) lunch time intervention.
Yellow	Reading age less than one year below chronological age.	Book report sent to tutors every two weeks, detailing how many books each pupil in the Amber cohort is taking from the LRC. Planners signed to record reading. Invite pupils to attend reading club on Tuesday and Thursday, lunch time.

Outcome of RAY Groups and Reading Groups

- Students identified by the RAY groups were also encouraged to attend lunchtime reading intervention, led by members of 6th Form. Increased fluency, comprehension and, by association, a development in social and conversational skills, have all been observed.
- The impact of the joint intervention is also evident when taking into account the inclusion of seven students from the Year 7 and 8 RAY groups in the latest 'Top Ten Borrowers' report accessible on Eclipse (July 2018).

See table 1.1 for further details regarding outcome of Red cohort.

Second Phase of GL Reading Assessments to be completed in January 2019

Year 7 Maths Catch-Up

The catch-up programme at WHGS consists of three strands:

1. An additional teaching group for students with the most need (10 students below ARE)
2. Additional support with-in lessons for those students not meeting KS2 ARE (an additional 24 students)
3. After-school sessions to focus on key areas of need for students who are not making sufficient progress to meet a target grade that would lead to a grade 4 by the end of Year 11.

The teaching group allows more time to be spent on topics that underpin mathematical fluency and understanding. Additional support in lessons allows students to access the curriculum and keep pace with their peers. After school sessions use QLA from KS2, baseline assessments and in-year assessments to target common areas. The weekly, one-hour, sessions are run by two maths teachers and supported by Year 9 students. Independence is promoted through the use of Hegarty maths at home.