



## Year 7 Literacy and Numeracy catch-up premium report 2013/14

### 1. Introduction

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 National Curriculum level 4 in reading and/or maths at the end of key stage 2.

### 2. Catch up Premium Income

At Swanlea School the 2013/14 income (£26,000) for catch up premium was used to employ literacy and numeracy tutors. In addition the school have supplemented this figure, allowing the employment of 4 tutors in total – 2 for numeracy and 2 for literacy. Also additional school funding was released to allow for a dedicated and comprehensive enrichment provision for students.

The 2014/15 income (£26,000) for catch up premium will be used to retain the literacy and numeracy tutors that were employed in 2013/14.

### 3. Impact:

#### 3a. English

##### Context:

In 2013/14 29 students started year 7 below the expected level in English of which 22 were boys and 7 were girls. 18 were on the SEN list, of which 9 had a statement of special educational need.

##### Data:

Progress in English based on teacher assessment and moderation	Number	Cumulative %
1+ sub level	19	65%
2+ sub level	14	48%
3+ sub level (1 full level)	6	21%
4+ sub level	3	10%
5+ sub level	1	3.4%

Swanlea School takes parents/carers concerns and complaints very seriously. We welcome complaints as a

Progress – reading age data	Number	Cumulative %
0-0.5+ years progress	4	97%
0.51-0.99+ years progress	4	86%
1-1.99+ years progress	9	72%
2+ years	12	41%

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## Summary:

Two methods of assessment were used to evaluate the impact of literacy intervention, National curriculum levelling and Access Reading test data. 65% of the cohort made at least one sub level of progress in English with half making expected progress. 21% of students made better than expected progress. Given the literacy needs of these students this progress is significant. Alongside National Curriculum levelling, the Access Reading test was used to assess the impact on students' reading skills of our interventions. Almost 100% of students made progress in their reading age's data, with over 86% making 6-12 months of progress. Significantly, 72% of students made higher than the expected chronological progression, improving by between 1-2 years. Almost half the students made 2 years progress and in some cases up to 5 years of progress.

3b. Mathematics:

## Context:

22 students entered the school below the expected National Curriculum level in Mathematics, of those 13 students are on the SEN register, 4 of which students have a statement of educational need. There are 16 boys and 6 girls.

Progress in mathematics based on teacher assessment and moderation	Number	%
1+ sub level	16	73%
2+ sub level	10	45%
3+ sub level (1 full level)	3	14%
4+ sub level	3	14%

## Data:

### Summary:

Based on teacher assessments, 73% of students made at least one sub level of progress with at least half the students making expected progress as a result of dedicated numeracy intervention.

Other forms of assessment were used as part of the numeracy intervention programme to assess students' progress as they built on their numeracy skills base. Objective based assessment criterion was used to track the impact of the numeracy intervention with targeted students. In the field of number, 100% of students achieved the criterion based assessment. Furthermore, a range of other observational evidence was used to measure the impact of the programme.

All participants secured and made progress in:

- Confidence towards numeracy;
- Greater participation and engagement in lessons;
- Reflecting on their learning, understanding their strengths and weaknesses and the steps to secure further improvement.

## **4. Interventions:**

- i. Literacy catch up students received a targeted weekly programme of 1:1 intervention and small group work. This included work on developing oracy, reading and writing skills. These interventions were delivered by highly skilled and trained literacy tutors. Sessions ran both during

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the taught day as part of a timetable of activities, but also in dedicated extra-curricular support, through breakfast, lunch and after school clubs.

Students were also targeted to actively participate in the Accelerated Reader programme, aimed at encouraging students to develop a love of reading throughout the curriculum.

Students were also targeted to take part in the Lexia reading programme which is a phonics based reading intervention, helping students to develop their decoding reading skills and comprehension reading skills.

- ii. In Mathematics students worked with a numeracy tutor that worked with them in small groups and they were withdrawn from lessons on a rolling base. The focus of the intervention was number work. The aim of this was to provide them with a deeper understanding of number bonds, fractions, decimals, percentages and times table.  
During the sessions the mentors tested the students for gap in knowledge related to the schemes of learning. These gaps were addressed by the numeracy intervention programme and students were then retested. Students also received focused work on developing 'mathematical talk' to develop their confidence in discussing their number work.
- iii. Dedicated parent workshops were run to help parents support their child's literacy and numeracy development. These sessions were planned and led by teachers in each of the core subjects.
- iv. Super Learning Days – Students were given the opportunity to visit a west end theatre workshop to enhance their cultural and social experiences. In addition, they attended places of historical significance and museums to deepen and enrich their knowledge and understanding of British heritage and values e.g. students visited the planetarium in Greenwich as part of their wider enrichment.
- v. All students on the programme attended Period 7 enrichment. This is an extension of the school day allowing them to engage and participate in a wider set of SMSC based activities designed to develop their understanding of the opportunities on offer to students in London beyond the tasks they have accessed so far. Students attended sessions on fencing, swimming, archery, cookery, street art and jewellery-making.

### 5. 2014/2015 Review of impact dates:

- February 2015
- September 2015