



Literacy and Numeracy Catch Up Premium Report 2016/17

Literacy

Provision and Intervention

- Y7 Literacy Boost: This is small group teaching led by the HLTA for English. It is offered in place of MFL for 2 hours per week. Schemes of work are prepared to consolidate key literacy skills and act as a bridge to English lessons.
- Sound Discovery and Spelling Mastery Groups: This is tailored intervention aimed at individuals and small groups. It is led by the HLTA for SEND.
- Reduced group sizes for the bottom sets in English and in class support from a specialist English TA
- Humanities Nurture Group: This is small group teaching that covers History, Geography, RS and Personal Development in a way that promotes social skills and the basic skills of literacy and numeracy

Outcomes

- Of the 9 students identified as being below the expected standard, 66% met their 4 grades of progress target in English, 11% were very close to achieving it and 22% did not have data available
- Of the 15 students who participated in Literacy Boost, 8 (53%) made excellent progress and 7 (47%) made reasonable progress
- Of the 8 students taking part in Spelling Mastery, 6 (75%) made excellent and progress and 2 (25%) made reasonable progress
- Of the 16 students who took part in the Humanities Nurture Group, 5 (31%) students made excellent progress, 8 (50%) students made good progress, 3 (19%) students made reasonable progress

Strengths Identified

- Interventions are mostly effective and attitudes to learning in the interventions are positive
- Literacy Boost offers a link to the English curriculum and dovetails with the English Curriculum. Students do not have to follow MFL which can reduce pressure on them and allow them to focus on literacy skills in one language
- Spelling Mastery can be bespoke to individual needs and has allowed more specific intervention and support
- Humanities Nurture Group has provided a forum for allowing literacy skills to be developed and transferred to different subject areas

Areas for Development and Adjustment

- The Literacy Boost programme lacks flexibility to return students to lessons once skills have been mastered. Equally there is little capacity to add new students to the group. The removal from MFL means that we are tied in to the intervention for 3 years. This is not always best for the student and is not always cost effective

- Historically, decisions over participation in the MFL group were taken on the basis of transition information prior to KS2 results being published. This means that there are a few students who would have benefitted from the programme who have been omitted. Equally, there are some students on the programme who are perhaps slightly beyond it. From 2017/18 Literacy Boost will be run as a half term programme and will not be blocked against MFL
- There are opportunities to further develop the literacy opportunities within the Nurture programme and to tighten up assessments within this intervention
- There needs to be clearer links between the interventions and other class teachers so that approaches to support students and areas for consolidation and practice are shared

Numeracy

Provision and Intervention

- Provision has mainly been through reduced class size (bottom sets) with specialist teachers and specialist Maths TA support
- There has been some small group work intervention and 1:1 intervention but this model will be significantly developed next year based on curriculum development and staff training in Catch Up Numeracy
- All SEN and Maths TAs have been trained in Numeracy interventions (general not Catch up) to upskill staff in basic numeracy support techniques

Outcomes

- Of the 10 students identified as falling below expected standards, tracking data shows that 3 (30%) have made good progress, 1 student (10%) has made reasonable progress, 4 students (40%) appear to have made slower progress and 2 students (20%) do not have data available. However consultation with Maths teachers demonstrates that students are making fine levels of progress and building basic skills. However the structuring of the Maths 1-9 grades means that they are not yet able to break into Grade 1 and so appear “stuck” at B.
- Of the 5 students who have benefitted from small group extraction, only 2 appear to have made good progress when looking at internal tracking data. However, number age data shows that progress is being made with one student increasing his number age by 10 months in 6 months

Strengths Identified

- The small group intervention has been effective in securing basic skills. For example, work has been undertaken on time, money and basic number bonds making use of more kinaesthetic methods and investigations. This has boosted student confidence in number and made them more functional

Areas for Development and Adjustment

- There has been a lack of a coherent intervention programme in Maths over and above smaller SEN classes and support at form time. This has been addressed for 2017/18 with Maths intervention sessions being timetabled in the KS3 curriculum. 3 members of staff have been trained in Catch Up Numeracy and training has been provided in general numeracy techniques for students with very low levels of confidence in numeracy
- We need to be more pro-active in using KS2 data to ensure that all students with relative weaknesses in numeracy have intervention as soon as possible to prevent further gaps and loss of confidence from developing
- Numeracy needs to be further built into the Humanities Nurture programme so that students have a wider range of opportunities to apply number in a variety of contexts
- The wider SEN team need to use every opportunity to “Talk Number” and build student confidence and love of Maths.