

The Deanes Literacy and Numeracy Catch-Up Premium 2018-19

The Deanes received £7,333 in Literacy and Numeracy Catch-Up funding in 2018-19. Additional school funds, including the Pupil Premium, were used to support the strategy. KS2 data for students entering Year 7 in September indicates that 28 achieved below the expected standard in English and 31 students achieved below the expected standard in Maths. 16 Disadvantaged students achieved below the expected standard in English and 12 Disadvantaged students achieved below the expected standard in Maths.

English (Combined Reading and Grammar)		KS2 Data (September 2018)	Maths	
KS2 SATS Scaled Score			KS2 SATS Scaled Score	
Below 100	28		Below 100	30
96-99	29		96-99	14
90-95	8		90-95	13
Below 90	6		Below 90	3

Literacy and Numeracy Strategy and Impact

Desired outcome	Action	Impact	Lessons learned	Cost
All students to make expected progress in reading. The reading age of all students to at least match their chronological age.	<ul style="list-style-type: none"> Review of existing Accelerated Reader practices: <ul style="list-style-type: none"> Accelerated Reader led by English Programme Leader and delivered by English department. Increased curriculum time dedicated to Accelerated Reader, from one hour per fortnight to twenty minutes per day (plus DEAR time). Investment in new books for the Accelerated Reader programme to suit the needs and interests of students. iHub 1:1 reading intervention for identified SEN students during DEAR time. 	<ul style="list-style-type: none"> STAR Reader reports indicate that 67% of Year 7 students have shown a significant increase in their reading age. The 11 students in the Intensive Literacy group made the most progress in their reading. The average reading age of this group increased by 14.8 months in the period between October and July. There have been some significant increases in the reading age scores of Disadvantaged students. For 42% of the cohort, reading ages increased by at least 12 months. The average increase for Disadvantaged students in this period was 10.14 months. 	<ul style="list-style-type: none"> Schedule of Accelerated Reader sessions during English lessons required to ensure that students access tests regularly and consistently. Closer tracking of reading age required to ensure that additional support is targeted and provided swiftly. Reading age data needs to be shared with all staff. Enhanced collaboration between SEN and English department required to ensure a coordinated approach to intervention. The use of Lexia to be re-established. 	<p>£3200 Accelerated Reader subscription</p> <p>£1000 New books for the Accelerated Reader programme</p>

<p>All LPA students in Year 7 to make at least expected progress in English. The majority will achieve 'Above Expected Progress' by the end of Year 7, narrowing the attainment gap.</p>	<ul style="list-style-type: none"> Review of existing literacy catch up practices. <ul style="list-style-type: none"> English Programme Leader responsible for development and monitoring of programme. Programme delivered by English department teaching staff. Intensive literacy intervention delivered through personalisation of the timetable for identified students with reading/writing scores below KS2 expectation. 	<ul style="list-style-type: none"> Progress data for Low Prior Attaining Year 7 students indicates that 72% are making at least expected progress in English. 43% of these students are making 'Above Expected' progress, bringing their attainment in line with those who achieved the expected standard at the end of Key Stage 2. <table border="1" data-bbox="981 448 1435 671"> <thead> <tr> <th>28 students</th> <th>AUT</th> <th>SUM</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>Above Expected</td> <td>4%</td> <td>43%</td> <td>↑39%</td> </tr> <tr> <td>Making Expected</td> <td>46%</td> <td>29%</td> <td>↓23%</td> </tr> <tr> <td>Below Expected</td> <td>50%</td> <td>28%</td> <td>↓22%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> 87% of Disadvantaged Low Prior Attaining students are making at least expected progress in English. 68% of these students are now making 'Above Expected' progress, bringing their attainment in line with those who achieved the expected standard at the end of Key Stage 2. <table border="1" data-bbox="981 951 1435 1174"> <thead> <tr> <th>16 students</th> <th>AUT</th> <th>SUM</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>Above Expected</td> <td>6%</td> <td>68%</td> <td>↑62%</td> </tr> <tr> <td>Making Expected</td> <td>69%</td> <td>19%</td> <td>↓50%</td> </tr> <tr> <td>Below Expected</td> <td>25%</td> <td>13%</td> <td>↓12%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> 70% of students in the intensive literacy intervention are now making 'Above Expected' progress, bringing their attainment in line with their peers who achieved the expected standard at the end of Key Stage 2. 	28 students	AUT	SUM	Change	Above Expected	4%	43%	↑39%	Making Expected	46%	29%	↓23%	Below Expected	50%	28%	↓22%	16 students	AUT	SUM	Change	Above Expected	6%	68%	↑62%	Making Expected	69%	19%	↓50%	Below Expected	25%	13%	↓12%	<ul style="list-style-type: none"> Identification of students for intensive literacy intervention to be further refined and a tiered approach to support adopted. Closer monitoring and in-class support as appropriate for those with scores between 96-100 to ensure they catch up with peers without the need for intervention. Enhanced use of KS2 QLA data to inform interventions and tracking of progress. Introduction of GL Assessment Progress tests to provide benchmark against national standards. Distinct Literacy intervention sessions were more effective and more valued by students than integrated Humanities /Literacy sessions. 	<p>£2500</p>
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<p>All LPA students in Year 7 to make at least expected progress in Maths. The majority will achieve 'Above Expected Progress' by the end of Year 7, narrowing the attainment gap.</p>	<ul style="list-style-type: none"> Review of existing numeracy catch up practices. <ul style="list-style-type: none"> Maths programme leader responsible for the development and monitoring of the catch up programme. Programme delivered by Set 4 Maths teacher to ensure continuity. Numeracy intervention once per week for identified students with numeracy scores below KS2 expectation. 	<ul style="list-style-type: none"> Progress data for Low Prior Attaining Year 7 students indicates that 87% are making at least expected progress in Maths. 27% of these students are now making 'Above Expected' progress, bringing their attainment in line with their peers who achieved the expected standard at the end of Key Stage 2. <table border="1"> <thead> <tr> <th>30 students</th> <th>AUT</th> <th>SUM</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>Above Expected</td> <td>3%</td> <td>27%</td> <td>↑24%</td> </tr> <tr> <td>Making Expected</td> <td>47%</td> <td>60%</td> <td>↑13%</td> </tr> <tr> <td>Below Expected</td> <td>50%</td> <td>13%</td> <td>↓27%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> 92% of Disadvantaged Low Prior Attaining students are making at least expected progress in Maths. 25% of these students are now making 'Above Expected' progress, bringing their attainment in line with those who achieved the expected standard at the end of Key Stage 2. 	30 students	AUT	SUM	Change	Above Expected	3%	27%	↑24%	Making Expected	47%	60%	↑13%	Below Expected	50%	13%	↓27%	<ul style="list-style-type: none"> Further investment and development of resources for the programme required. Collaboration with local CMAT primary school to further understanding of KS2 requirements. Maths department AWL and SOWs reviewed mid-year which may have impacted on progress data. Enhanced use of KS2 QLA data to inform interventions and tracking of progress. Closer monitoring and in-class support as appropriate for those with scores between 96-100 to ensure they catch up with peers without the need for intervention. Introduction of GL Assessment Progress tests to provide benchmark against national standards. Consideration of the timing of intervention sessions required as some identified students were reluctant to attend if there 	<p>£1033</p>
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Above Expected	3%	27%	↑24%																	
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<i>12 students</i>	AUT	SUM	Change
Above Expected	0%	25%	↑25%
Making Expected	58%	67%	↑9%
Below Expected	42%	8%	↓34%

- 93% of students in the weekly numeracy catch up class are now making expected progress, 29% are making above expected progress.

<i>14 students</i>	AUT	SUM	Change
Above Expected	0%	29%	↑29%
Making Expected	50%	64%	↑14%
Below Expected	50%	7%	↓43%

was a clash with a preferred subject.