



Year 7 Literacy & Numeracy Catch Up Premium 2019-2020

The literacy and numeracy catch-up premium provides state-funded schools with additional funding to support Year 7 pupils who did not achieve the expected standard in Reading or Mathematics at the end of Key Stage 2 (KS2).

The criteria for this additional support is a standardised score of less than 100 in either English or Maths (a standardised score of 100 is considered the indication of a student being 'school ready').

It is anticipated that **The Bulwell Academy** will receive approximately **£29,000** Catch Up Premium in **2019-20**

Key Stage 2 Catch Up Data 2019-2020

Total Number of Pupils entering Year 7	210
Number of pupils who did not achieve at least a score of 100 in reading at KS2	75
Number of pupils who did not achieve at least a score of 100 in numeracy at KS2	58
Number of pupils who did not achieve at least 1 score of 100 in reading and numeracy	44

Headline Data

- Over a third (36%) of all pupils in year 7 did not meet the 'school ready' standard for reading in their Key Stage 2 assessments.
- Just over a quarter (28%) of all pupils in year 7 did not meet the 'school ready' standard for numeracy in their Key Stage 2 assessments.
- Around a fifth (21%) of all pupils in year 7 did not meet 'school ready' standard for reading and numeracy in their Key Stage 2 assessments.



Objective 1: Numeracy

To improve the outcomes for all pupils eligible for the additional funding to ensure that they have met age related expectations by the end of Year 7

Strategies	Rationale	Success Criteria	Evaluation
<p>Maths withdrawal sessions during form time</p>	<p>The use of small group intervention allows a group of 5-6 pupils to develop their skills with trained support. This intervention is particularly effective with pupils who are closer to the standard KS2 score. Based on a study by the EEF* small group intervention has an impact of plus 3 months on pupil progress.</p> <p>*See report here https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p>	<p>Students attend additional sessions timetabled during registration (PPL). Students attend additional sessions timetabled during the week (EHE) Accurate tracking and monitoring of catch-up students' progress in sessions shows impact of the interventions</p>	
<p>Quality first teaching (also applies for literacy)</p>	<p>The focus of this is to plan and develop a knowledge based curriculum where question level analysis is used to set appropriate interventions for those who have gaps in their learning.</p> <p>In addition to this we have invested in the NGRT Cats testing to better assess the needs of our students and focus interventions accordingly. Based on a study by the EEF* this type of high quality feedback can have an impact of 8 months+ on pupil progress.</p> <p>*See report here https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</p>	<p>Teaching and learning is at least good for all groups. Planning is in place to close and consolidate learning. Personalised strategies to close the knowledge and skills gaps for identified individuals.</p>	
<p>Digital maths platforms</p>	<p>The school has invested in several digital packages such as My Maths and Hegarty Maths to give students opportunities to develop their knowledge both at home and in school.</p> <p>Students identified as 'catch up' for maths have dedicated time in our ILA each week to access these resources.</p> <p>Based on a study by the EEF* digital technology can have an impact of up to feedback can have an impact of 4 months+ on pupil progress</p> <p>*See report here https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</p>	<p>Pupils engage in digital platforms Catch up pupils are timetabled dedicated time to work in computer room/ the ILA to access these platforms Accurate tracking and monitoring of catch-up students' progress in sessions shows impact of the interventions</p>	



Objective 2: Literacy

To improve the outcomes for all pupils eligible for the additional funding to ensure that they have met age related expectations by the end of Year 7

Strategies	Rationale	Success Criteria	Evaluation
<p>Smaller groupings for catch up pupils focused on key literacy skills</p>	<p>By providing a smaller group with a trained interventions teacher, pupils have access to the support they need to make rapid progress.</p> <p>Based on a study by the EEF* smaller class sizes can have an impact on progress of 3+ months</p> <p>*See report here https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit</p>	<p>Personalised strategies to close the knowledge and skills gaps for identified individuals</p> <p>Pupil voice indicates pupil confidence is improving</p>	
<p>DEAR (Drop Everything & Read)</p>	<p>Research shows that reading ability is a key factor in academic success. Drop Everything and Read time takes place during tutor times, once a week.</p> <p>This year we have invested in the same book for all year 7 forms and are modelling good reading by having teachers read the texts to their classes.</p>	<p>All pupils will be engaged in reading in their DEAR sessions</p> <p>Pupil reading ages will improve via the NGRT reading tests</p> <p>Pupils oracy will improve</p> <p>Pupils will access the library more frequently</p>	
<p>Appointment of literacy interventions tutor (YIPIYAP)</p>	<p>In order to increase the capacity in our support for pupils identified as needing 'catch up' we have forged links with YIPIYAP in order to bring in a dedicated literacy intervention tutor who works with students to address the gaps in their learning, helping them to make rapid progress.</p> <p>Based on a study by the EEF* individualised instruction such as this can have an impact of 3+ months.</p> <p>*See report here https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/</p>	<p>Question Level Analysis enables gaps to be filled for students in the Year 7 class</p> <p>Accurate tracking and monitoring of catch-up students' progress in lessons shows impact of the interventions</p>	



Strategies	Rationale	Success Criteria	Evaluation
Ruth Miskin Phonics/ Reading intervention	<p>For many of our catch-up pupils they are unable to read due to gaps in their knowledge or their fluency is stilted. Therefore, the phonics programme supports them in developing their understanding and ability to recognise and in turn read sounds.</p> <p>Based on a study by the EEF* phonics interventions improve a pupil's progress by 4 months.</p> <p>*See report here https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p>	<p>Training provided to staff</p> <p>Staff deliver phonics as part of English withdrawal</p> <p>Improvement in reading ages</p> <p>Pupil voice</p> <p>KS3 assessments for reading</p>	
Inference groups	<p>The use of inference groups allows a group of 5-6 pupils to develop their skills with trained TA support. This intervention is particularly effective with pupils who are closer to the standard KS2 reading score.</p> <p>Based on a study by the EEF* small group intervention has an impact of plus 3 months on pupil progress.</p> <p>*See report here https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p>	<p>NGRT tests will show improvement in pupils' reading ages.</p> <p>Pupil voice will demonstrate reader confidence.</p>	

Evaluation

Evaluation has not taken place as pupils were not based in the Academy for the majority of the year due to the coronavirus pandemic.

To view the **Covid-19 Catch Up Premium Report**, please visit the [Policies](#) or [Pupil Premium](#) page on The Bulwell Academy website.