

Year 7 Literacy and Numeracy Catch-up Premium

Y7 Catch Up Funding Review Academic Year 2017/18

Context of Academy

John Whitgift Academy draws directly from the local community with the majority of students living within walking distance. The vast majority of its intake comes from its eleven main feeder primary schools. As the reputation of the academy continues to improve, the student population is growing rapidly. There are 86 more students in the current Year 7 than left Year 11 in 2018 and we are expecting a further 30 students into Year 7 in 2019.

The Academy converted in September 2011 as part of the School Partnership Trust group of academies; later Delta Academies Trust. Its predecessor school (Whitgift School) was graded as satisfactory. The culture within the predecessor school was very much one of low aspirations in all areas including teaching, learning, achievement, behaviour and attendance.

In September 2017, the Academy received an OFSTED Section 5 Inspection and was graded as 'Require Improvement' overall, but with two 'Good' features. The current Principal was appointed in September 2016 having previously supported the Academy as Vice Principal for two years. The primary focus has been on improving behaviour, developing leadership, redesigning the curriculum and driving forward improvements in teaching and learning to raise student progress and attainment. Recruitment in the core subjects has historically been a significant barrier to improvement but the current profile of teaching is now much improved following key appointments in many subjects and particularly in the leadership of maths and science. A number of resignations between 2016-2017 were secured from less effective teaching staff.

There has also been a change of leadership in the trust at CEO level and this has resulted in a positive change of culture across the organisation. The trust provides effective challenge and support to the Academy. This is co-ordinated by the Director of Education working directly with the academy on improvement priorities on a regular basis. The Academy is supported by a number of Subject Directors in key areas. (English, maths, Science, Humanities and MFL)

The academy is a smaller than average school, yet is rapidly growing. The majority of students live in areas containing significant pockets of deprivation characterised by high unemployment, an inadequate employment base, low average income levels, rundown housing estates, poor health and a degraded urban environment. The proportion of students eligible for free school meals is above the national average. Students within the Academy are mainly White British while the number of students who speak English as an additional language is just above the national average.

There are currently 1 students who attend Alternative Provision

In just two years under the leadership of the new Principal, the Academy has shown that it has the capacity to bring about significant positive change with much improved outcomes.

Objectives of Catch Up Spending

To identify gaps and rapidly develop students' literacy skills through the provision of a range of personalised schemes delivered in small groups or 1-2-1:

- **Read Write Inc. Fresh Start:** A programme which is delivered to identified students in small groups for students whose reading is below their chronological age by 6-7 years. This is a highly structured, phonic based programme, which generally sees reading ages progress from between 6 months and 4 years.
- **Targeted intervention:** identified students to receive targeted literacy support and intervention- students are grouped to meet individual needs where appropriate.

To identify gaps and rapidly develop students' numeracy skills through the provision of a range of personalised schemes delivered in small groups or 1-2-1:

- **Passport Maths:** an early intervention programme for year 7 students who are not "secondary-ready" in mathematics, helping them to master the basics they may have missed at primary school. The programme supports progression in fundamental mathematical concepts, helping students to go on to better achieve outcomes at GCSE.
- **Numicon:** Based on a proven concrete-pictorial-abstract approach, Numicon encourages children to explore maths using structured imagery and apparatus in order to understand and explain mathematical concepts. It gives children confidence through demonstrating how and why they arrived at their answer, and offers a flexible approach to use alongside existing resources, or as a complete maths programme.
- **Targeted intervention:** identified students to receive targeted numeracy support and intervention- students are grouped to meet individual needs where appropriate.

Amount of Y7 Catch Up Funding Received 2017/18

Total number of Year 7 students requiring CUF	20
Total amount Year 7 Catch Up Funding Grant	£10,055

Y7 Catch Up Funding Plan 2017/18

The funding has been used to provide additional intervention sessions and to enable Read Write Inc. and Numicon/Passport Maths to be delivered within timetabled English and mathematics lessons, with additional support also after school hours and during tutor time in the Literacy Centre.

Y7 Catch Up Fund Spend by item/project			
Item/Project	Cost	Objective	Outcome
Read Write Inc.	£3,360	To rapidly increase chronological reading ages for those who are 6-7 years below.	75% of EX-RWI students improved their reading age. The average improvement to reading age was 22 months. 4 students, now in Y8, require further intervention to achieve their Y11 predicted grades.
Accelerated Reader	£2,577	To demonstrate an improving trend with students reading ages moving closer in-line with chronological ages.	Y7 average reading age: Sept 2017: 9 years 4 months July 2018 : 10 years 2 months. (+10 months).
Additional interventions (literacy)	£250	To ensure students have additional opportunities improve their literacy skills.	75% of students who received additional literacy intervention are now 'on target' to achieve year 11 target.
Numicon	£50	To develop students basic numeracy concepts and skills.	Schemes of Learning updated in preparation to suit learners needs, pre Passport Maths.
Passport Maths	£3,600	To ensure basic mathematical concepts are embedded, enabling students who did not meet Age Related Expectations to access the secondary curriculum.	All students entered the programme and 75% of these have successfully passed and are on track. 4 students, now in Y8, will continue until December 2018.
Additional interventions (numeracy)	£250	To ensure students have additional opportunities improve their numeracy skills.	75% of students who received additional literacy intervention are now 'on target' to achieve year 11 target.

Total CUF Received	£10,055
Total CUF Expenditure	£10,087
CUF Remaining	-£32

End of Year summary of progress

- The funding has been used to provide targeted interventions to enable small group support and additional time for literacy and/or numeracy.
- Most interventions have demonstrated impact for the majority of students and have therefore narrowed the gap with students making expected progress.
- A small number of students require additional support in Y8.

Other Supporting Evidence of Impact

- Behaviour and exclusion reports
- Data Cycles x 6

Implications for next allocation of Year 7 Catch Up Funding, 2018 - 2019

- Catch up funding of £13,500 will be used for literacy and numeracy teaching and learning interventions.
- The identified cohort for 2018/19 will continue to access Read, Write Inc. Fresh Start, Numicon (where applicable) and Passport Maths.
- Reading Ages will be monitored half-termly via Accelerated Reader in order to address gaps and accelerate progress.
- Increased curriculum time dedicated to reading (1-hour p/w).
- A small number of children require further intervention in Y8 in both Reading and mathematics.