

Aspire – Challenge – Achieve

Bourne Academy Year 7 Literacy and Numeracy Catch Up Premium Statement 2015/16

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve the expected standard in reading or maths at the end of key stage 2 (KS2). Bourne Academy received £22,000 in 2015/16.

Impact of Catch up funding on improving standards of literacy

Students who are identified as needing support may receive one or more of the following:

- One – to – one phonics improvement programme
- Reading recovery programme
- Placed in a specialist very small English group of less than 10 students with an English lesson every day of the week,

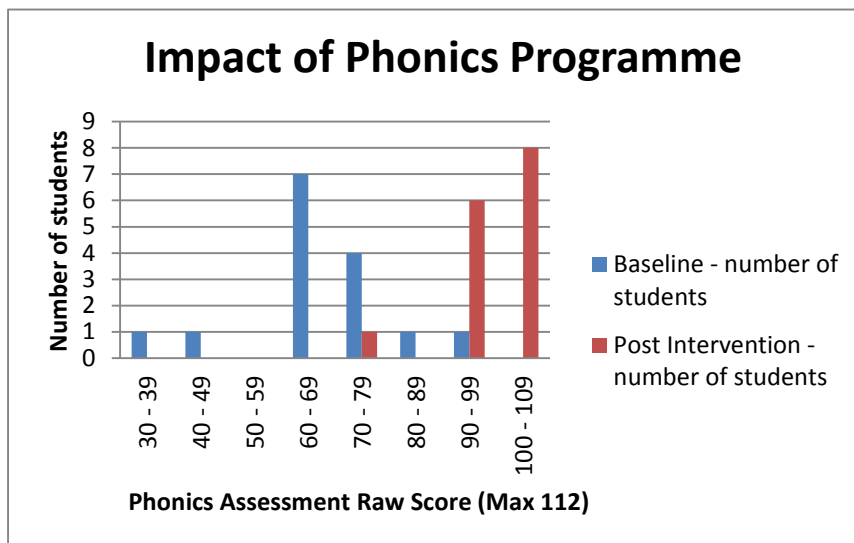
Phonics Improvement Programme

During the 2015-16 academic year 22 students received intensive one-to-one support focussed on improving their use of phonics. Students are given a baseline assessment and then tested again at the end of the programme.

Of the 22 students who have been through the programme all 22 have made substantial improvements. The smallest percentage improvement was 14%, the largest 203%. The average percentage improvement was 55%.

The table and chart below summarises the impact

Phonics Test Score (Max 112)	Baseline - number of students	Post Intervention - number of students
30 - 39	1	0
40 - 49	1	0
50 - 59	0	0
60 - 69	10	0
70 - 79	6	1
80 - 89	2	1
90 - 99	2	10
100 - 109	0	9



Reading Recovery Improvement Programme

Students may go straight into the Reading Recovery programme as a result of baseline diagnostic assessment, or they may start the programme after successfully completing the phonics support programme.

Students are assessed using NC levels for reading. During the 2015-16 academic year 35 students graduated from the Reading Recovery programme – meaning that they have made substantial and sustained progress in their reading skills.

NC Reading Level	Baseline – number of students	Post intervention – number of students
2C	1	0
2B	5	0
2A	2	0
3C	1	0
3B	5	0
3A	0	0
4C	2	0
4B	5	0
4A	9	21
5C	1	1
5B	0	0
5A	0	5

Handwriting Support

During the academic year 2015-16 28 students in Year 7 received specific handwriting support (68 students in total across KS3 have received support). This support is ongoing and students only cease to be supported when it is felt that the improvement is substantial and sustained. This is typically a longer programme of support than Reading Recovery or Phonics. Of the 28 students in Year 7 twelve no longer receive support due to the improvements made.

Progress in small English Groups

8 Year 7 students have been placed into a specific small English class based in the literacy centre. These students have been set targets based on a 5 year flight path to a GCSE grade in the range of grades 2 to 4. Currently all 8 students are on track to achieve their target. All 8 would have received some of the further support outlined above.

Monitoring Progress

Further assessments will continue to establish that progress made on recovery programmes has been sustained and to identify other students requiring support.

- Further reading tests.
- Progress in English tests – run through GL Assessments which will allow us to validate our judgements and measure progress of all students including those receiving specific support.

Impact of Catch up funding on improving standards of numeracy

Students who are identified as needing support are placed into teaching groups that have maths lessons every day. This is 2 additional hours per week compared to the upper groups.

The students most in need of support are supported further through very small group teaching (typically 8 students) in a purpose built numeracy centre in which all students have computer access at all times.

Tracking of Student Performance

To ensure rigour in tracking performance and measuring impact of the provision external assessments are used. In the first 3 weeks of Year 7 students take a baseline assessment through GL Assessments – Progress Test in Mathematics. These tests give a standardised score in the same manner as CATs tests or KS2 assessments. We feel that they are invaluable in cross checking the KS2 results. The Progress tests also provide further diagnostic detail of particular strengths and weaknesses for individual students.

The average Progress Test score for students receiving catch up funding in the baseline test was 81.7. This confirms that they have significant weaknesses as it is more than 1 standard deviation below 100.

At the end of Year 7 students sit a further Progress Test, at a higher standard designed specifically for students at this age. If a student achieved exactly the same standardised score this would represent expected progress. The average Progress Test score for these students at the end of Year 7 was 86.9

80% of pupils receiving catch up funding have made more than expected progress in mathematics.