



# **Literacy and Numeracy Catch Up**

## **Review of Expenditure**

### **2016/17**

Review of expenditure Academic Year 2016-17				
Key Objective: <i>Improve standards of literacy and numeracy</i>				
Desired outcome	Actions	Impact	Lessons learned	Cost £11,905
Ensure all catch up pupils engage with the Accelerated Reader programme, supporting their comprehension skills, as well as positively rewarding reading.	<ul style="list-style-type: none"> <li>AR delivered through English library lessons – 1 in every 6 lessons dedicated to AR.</li> <li>One-to-one reading support offered to 15 catch up pupils in English library lessons.</li> <li>Governors offered weekly reading support for cohort of catch up pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Average reading age increase for all yr 7 catch up pupils (29) was 8 months – the average increase for those who were PP (8) was 11 months.</li> <li>Average reading age increase for pupils who were targeted for one-to-one reading (15) was 11 months.</li> <li>Pupils who read with governors every week – average reading age increase = 1 year 1 month.</li> </ul>	<ul style="list-style-type: none"> <li>1 in 6 lessons is not an adequate amount of time to allow pupils to make the accelerated progress necessary.</li> <li>The programme had the most impact when pupils were engaged in WEEKLY one-to-one reading– this will be offered to pupils not achieving the standard immediately.</li> <li>The programme accelerates the rate of progress for PP pupils.</li> </ul>	£3,178
Improve reading and spelling ages through the use of the IDL programme.	<ul style="list-style-type: none"> <li>IDL delivered through small group intervention classes. Two cohorts were trialled – a total of 17 pupils completed the course.</li> </ul>	<ul style="list-style-type: none"> <li>100% pupils on the programme (17) made positive progress. Average RA increase was 1 year 8 months – the average RA increase for those who were PP (7) was 2 years 7 months.</li> <li>Spelling age average increase (17 pupils) = 1 year 6 months.</li> </ul>	<ul style="list-style-type: none"> <li>All pupils not achieving the standard at KS2 will be offered access to IDL in the first half term to ensure rapid intervention.</li> <li>The programme accelerates the rate of progress for PP pupils.</li> </ul>	
Improve basic SPaG skills through targeted teaching in small groups.	<ul style="list-style-type: none"> <li>Recruitment of additional English specialist allowed for creation of 2 additional classes made up of 18 students in yr 7 – 9 of these were catch up pupils.</li> <li>SPaG focused classes.</li> </ul>	<ul style="list-style-type: none"> <li>Work scrutiny identified increased levels of SPaG accuracy. 7 pupils' books demonstrated significant progress.</li> <li>5 of these pupils' reading ages were in line with their chronological ages by the end of the year.</li> <li>10 out of 15 pupils tested showed an increase in their RA (3 pupils were</li> </ul>	<ul style="list-style-type: none"> <li>The increased focus on SPaG contributed to pupils' progress. Resources from additional classes to be disseminated across dept.</li> <li>Continue to focus on the discrete delivery of SPaG work in</li> </ul>	

		absent for testing at the end of the year).	English lessons and through homework. <ul style="list-style-type: none"> <li>Literacy lessons to overlay SPaG learning.</li> </ul>	
Improve basic numeracy skills through the use of the Numeracy Ninjas programme.	<ul style="list-style-type: none"> <li>NN to be delivered through KS3 lessons, as starter activity.</li> </ul>	<ul style="list-style-type: none"> <li>By the end of the year, on average pupils were scoring 7 marks higher on the tests, which equates to a 24% increase.</li> </ul>	<ul style="list-style-type: none"> <li>NN works effectively for year 7, in particular, and engages them in the competition for belts.</li> </ul>	
Support the most vulnerable catch up pupils in the transition from KS2 to 3 by offering a specialist small group learning environment.	<ul style="list-style-type: none"> <li>A specialist learning was created in the LSU for 6 pupils who found the transition particularly challenging.</li> <li>Pupils supported and then reintegrated into main classes.</li> </ul>	<ul style="list-style-type: none"> <li>Baseline and follow up testing showed increased levels of accuracy in students' work.</li> </ul>	<ul style="list-style-type: none"> <li>Whilst support is tailored to suit the pupils' needs, integration in mainstream classrooms is important.</li> </ul>	
One-to-one mentoring programme	<ul style="list-style-type: none"> <li>English and maths mentoring programmes offered to pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Anecdotally, pupils felt more confident with subject content when their learning had been reinforced by the mentoring programme.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to offer one-to-one mentoring to improve pupils' resilience.</li> </ul>	