

Literacy and Numeracy Catch Up 2019/20

What is the literacy and numeracy catch-up premium?

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 students who did not achieve the expected standard in reading or maths at the end of key stage 2 (KS2).

Students who score at least a scaled score of 100 in the Key Stage 2 tests have met the expected standard. A student who awarded a scaled score of 99 or below has not met the expected standard in the test.

Funding allocation

For 2019/20 Harrogate Grammar School received **£8,500** in literacy and numeracy catch up premium.

Of the 285 students who joined HGS in 2019/20:

- Fourteen students did not meet the standard in both reading and maths.
- Thirty-nine students did not meet the expected standard in reading.
- Twenty-nine did not meet the expected standard in GPVS
- Twenty-nine students did not meet the expected standard in maths.

How the premium was used

- Wave 3 Interventions – Students were identified for intervention if they had a Reading Age <2 years below their chronological age and a verbal CAT score <97. To ensure students in this cohort continued to receive their full curriculum entitlement, sessions were delivered during Big Picture lessons on an alternate weekly basis; a student would receive 1.5 hours of literacy intervention during Week A and then 1.5 hours of Big Picture lessons during Week B. The cohort was split by population to ensure the groups stayed small. This intervention was delivered by a qualified teacher in their role as Wave 3 Literacy Interventions Coordinator, and continued remotely throughout the lockdown of March-July.
- Resources – all students are enrolled onto the Accelerated Reader programme to support reading. Students in the Wave 3 Literacy Interventions group are also enrolled onto the Lexia Power Up programme that delivers a bespoke pathway to help them catch up and improve their spelling, grammar and reading comprehension. Some students who require additional support were also enrolled onto the Spellzone programme to help them revise and/or develop their phonetic understanding (led by the Assistant SENCO).
- One student was given 1:1 teaching by the Assistant SENCO who is a Dyslexia Specialist Teacher, as well as by the Wave 3 Literacy Interventions Coordinator. Another student, who had had a private Dyslexia assessment and diagnosis, was given some interventions to enable them to use assistive technology (an electronic reader pen) for internal assessments.
- Staffing – The employment of Teaching Assistants and Intervention Facilitator in the English and Maths faculty.
- Resources – All students are enrolled onto the Accelerated Reader programme to support reading. IXL numeracy software is used to support numeracy. Units of Sound and Success Maker are also used to support literacy and numeracy.

Impact of the literacy and numeracy catch -up premium 2019/20

Due to the disruption to education caused by the Covid-19 pandemic end of year assessment was not possible. We have therefore used the first Common Assessment Task (CAT) of Year 8 Autumn Term to measure the achievement of these students in English and Maths and will use this data to reassess how students can be best supported in a year also affected by the pandemic.

English

Of the 14 students who did not meet the expected standard in both reading and maths:

- 11 achieved 3+, with 5 students achieving 4+
- 1 student achieved a 5
- 1 student achieved below 3
- 2 students were absent.

Of the 39 students who did not meet the expected standard in reading:

- 35 students achieved 3+
- 24 students achieved 4+
- 9 students achieved 5+
- 3 students were absent

Of the twenty-nine did not meet the expected standard in GPVS

- 23 students achieved 3+
- 16 students achieved 4+
- 3 students achieved 5+
- 3 students were absent

Maths

Of the 14 students who did not meet the expected standard in both maths and reading:

- 5 students achieved 3+, with 2 students achieving 4+
- 1 student achieved a 6
- 7 students achieved below 3
- 2 students were absent.

Of the 29 students identified as not meeting the expected standard in Maths:

- 14 students got a level 3+ for this CAT with 9 students achieving a 4+.
- 15 students achieved less than a grade 3.