



# **Lonsdale School**

## **Year 7 Literacy and Numeracy Catch-Up Premium**

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### **Allocation and Impact Report 2014-2015**

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The literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve at least level 4 in reading and/or maths at the end of key stage 2. The local authority received the funding for the 2014 to 2015 academic year from DfE on 27 February 2015 and passed it on to the school.

### **Allocations for 2014 to 2015**

Schools receive an additional £500 for each pupil in year 7 who did not achieve at least level 4 in reading and/or maths at the end of key stage 2.

### **How we used the year 7 literacy and numeracy catch-up premium**

We assessed the individual needs of each of the pupils who attracted the year 7 catch-up premium to decide the best way to use the funding.

We used the funding to pay for:

- individual tuition in maths and English
- intensive small-group tuition in maths and English
- the purchase of a reading scheme
- subscription to an online maths resource

<b>Lonsdale School – Catch-Up Profile 2014-2015</b>	
Total number of pupils in year 7	10
Number of Catch-up eligible pupils	10
Number of students who did not achieve at least a level 4 in reading	10
Number of students who did not achieve at least a level 4 in maths	10
Number of students who did not achieve at least a level 4 in both	10
Amount per pupil	£500
Total Catch-up budget	£5,000

## Overview of Expenditure

Lonsdale School has received £5,000 Catch-Up Funding in 2014/15. We have identified the following activities and purchases:

- Weekly half-hour catch-up numeracy sessions: This included a skilled LSA to work with students on their numeracy skills one-to-one or one-to-two. Next steps were identified using the B squared assessment tool to target and improve individual skills in number, in shape, space and measure and in using and applying. A bank LSA was paid to cover the skilled maths LSA in their class for the duration of the sessions and for an additional hour preparation and write-up time weekly. The overall money spent to pay the release cover for the literacy LSA is added up to £2,000 over the course of the school year.
- Weekly half-hour catch-up literacy and reading sessions: This included a skilled LSA to work with students on their reading and literacy skills one-to-one or one-to-two. Next steps were identified using the B squared assessment tool to target and improve individual skills in speaking, listening, reading and writing. A bank LSA was paid to cover the skilled literacy LSA in their class for the duration of the sessions and for an additional hour preparation and write-up time weekly. The overall money spent to pay the release cover for the maths LSA added up to £2,000 over the course of the school year.
- MyMaths subscription at £599.00: MyMaths provides a fully interactive online learning resource suitable for all ages and abilities, which allows to monitor and track progress effectively.
- Purchase of the “WOW! Facts” Levelled Non-Fiction reading scheme by Badger Learning (7 mixed collections at £53.90, total: £377.30)

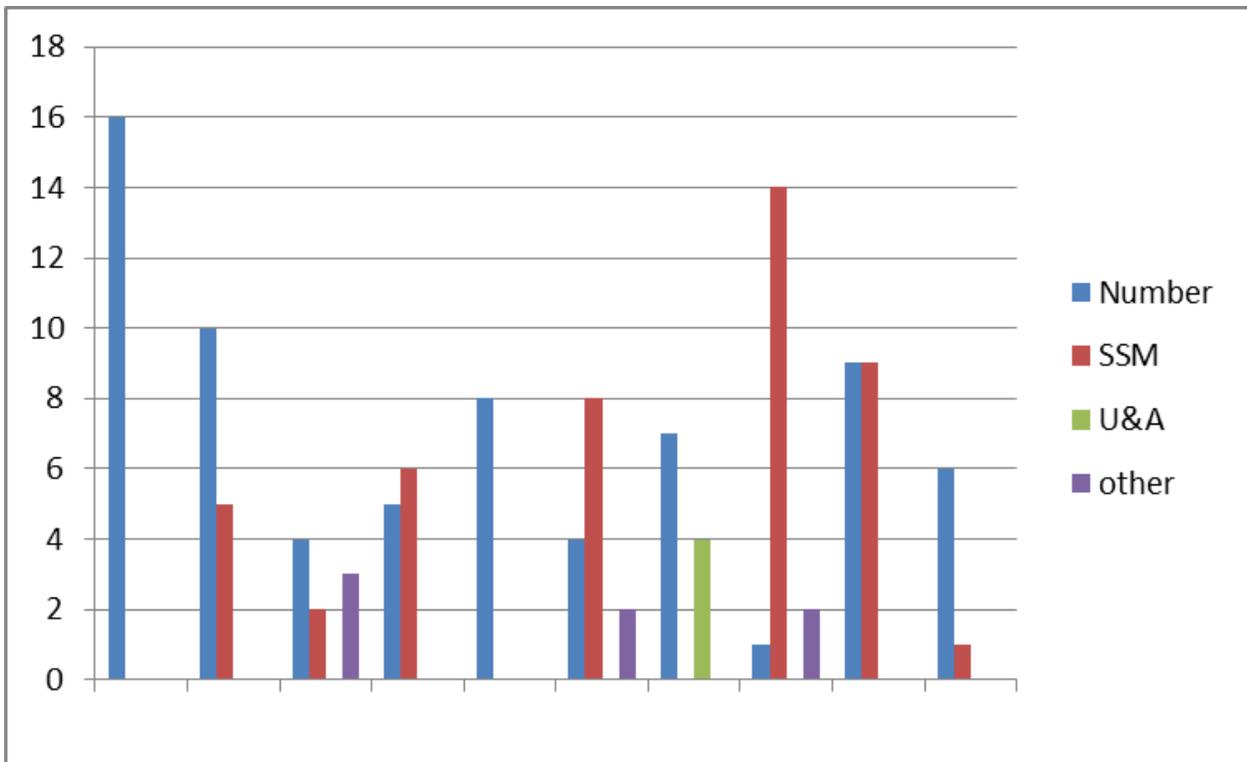
## Impact – Data Analysis

As all year 7 students at Lonsdale School benefited from the year 7 catch-up funding, we could only look at the year 7 progress data. We do not have a year 7 group without the catch-up funding to measure the data against. So any end-of-year data for year 7 students would not be conclusive without a group to compare against as a control group.

However, we can look at progress within the areas of maths and English and if progress has been made to close the gap towards achieving level 4 in those areas as a result of the booster session programmes and the resources purchased. This is the approach we chose in order to show the impact of the booster sessions and purchased resources on pupils' individual learning and progress in the areas of maths and English:

Ten pupils attended weekly numeracy sessions. The lead LSA recorded the progress made using learning steps identified through B squared. Students worked on individual targets set by the pupils' teachers to move them on. Most students covered work in 2 of the 4 sub-areas of maths. The progress made was a direct result of the participation in the booster sessions throughout the year. The MyMaths resource helped some students practise and consolidate their numeracy skills.

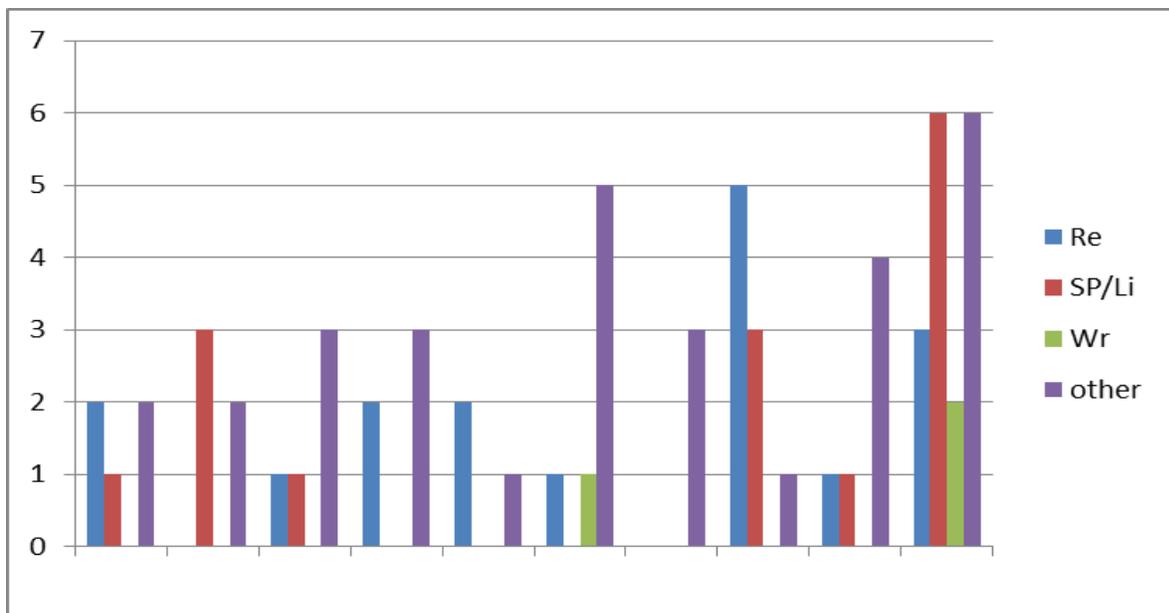
Achieved learning steps following the participation in weekly maths booster sessions:



The bar chart shows the ten students and the number of learning steps achieved following the participation in weekly maths booster sessions. The learning steps are broken down into the sub-area of maths. The area “other” indicates learning steps not yet achieved but worked on with a good gain of knowledge and understanding at the end of the booster sessions.

Ten pupils attended weekly English sessions. The lead LSA recorded the progress made using learning steps identified through B squared. Students worked on individual targets set by the pupils' teachers to move them on. The main focus was on reading, although skills in other areas of English were considered, too, as contributory steps towards reaching the next level in English. Most students covered work in 3 of the 4 sub-areas of English. The progress made was a direct result of the participation in the booster sessions throughout the year.

Achieved learning steps following the participation in weekly English booster sessions:



The bar chart shows the ten students and the number of learning steps achieved following the participation in weekly English booster sessions. Learning steps are broken down into the sub-area of English. The area “other” indicates learning steps not yet achieved but worked on with a good gain of knowledge and understanding at the end of the booster sessions.

## **Conclusions and implications for 2015-2016**

The booster session programme was well-prepared and conducted, and all staff and students enjoyed participating in it. The analysis of progress shows that the booster sessions had a clear impact and led to progress in areas of English and maths for all year 7 students. The LSAs kept a log and monitored progress over time. Their findings were moderated with teachers and progress made was recorded on Bsquared.

The booster session programme should continue throughout 2015-2016. It would be worthwhile upskilling some more LSAs to help deliver specialised sessions in English and maths. It worked well to have a booster day with all sessions being run on one day of the week. This allowed for consistency whilst covering classes to release the skilled LSAs.

The progress of the year 7 students, who will be in year 8 next year, will continue to be monitored to close the gap further. Further interventions for some of the students may be put in place next school year through their ILPs (Individual Learning Plans).

It would be beneficial to create individual catch-up plans for the year 7 students who will benefit from the funding. This would ensure that progress and impact of the interventions and purchases can be recorded, tracked and measured even better and shared with the staff working with the students, the students themselves and parents.