



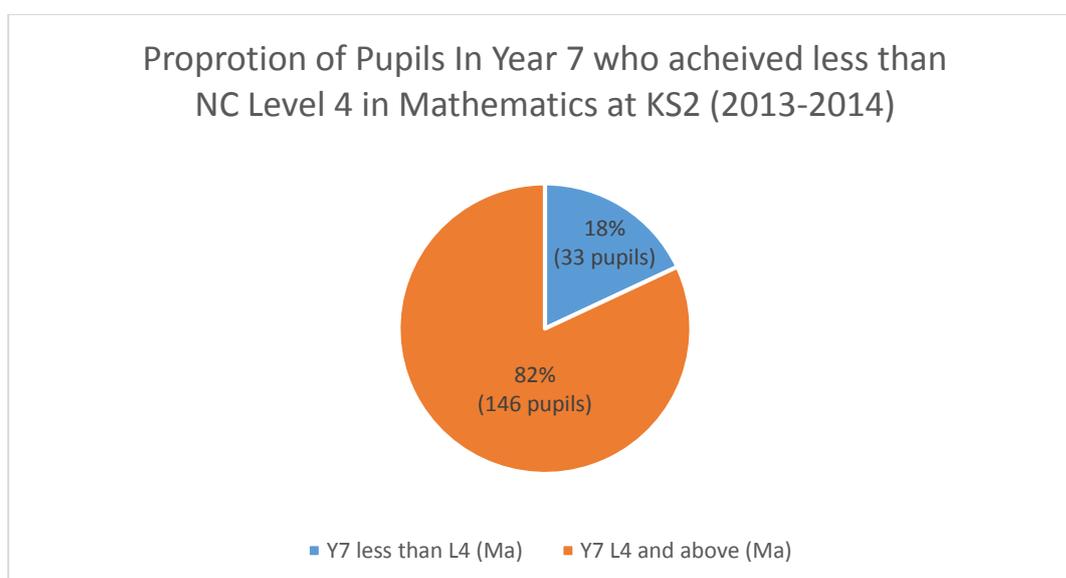
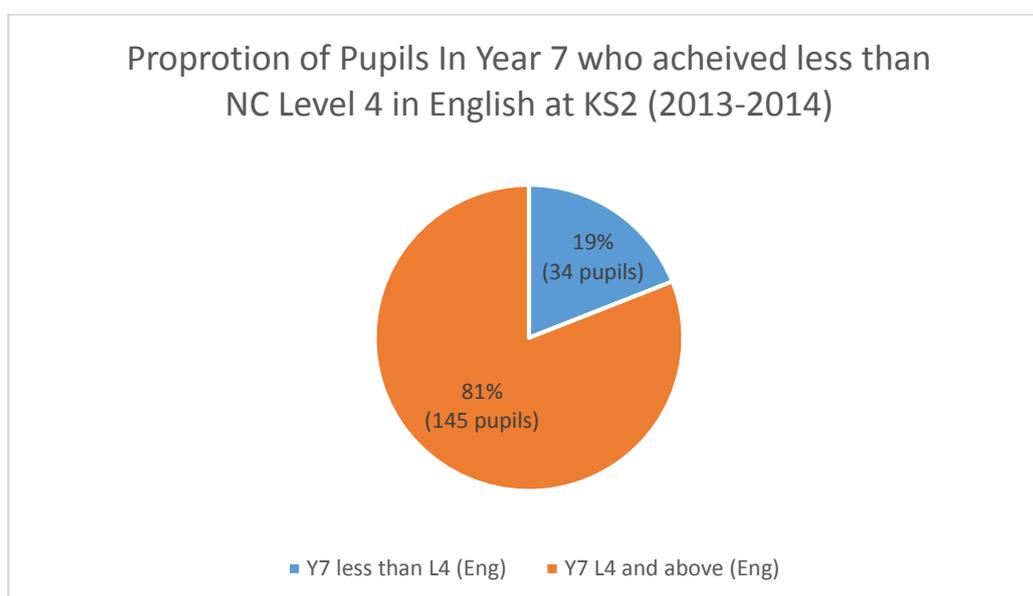
University Academy Holbeach Y7 Literacy and Numeracy Catch-up Premium 2013-2014

What is the Year 7 Pupil Catch-up Premium?

The literacy and numeracy catch-up premium provides schools with an additional £500 for each year 7 pupil who did not achieve at least level 4 in reading and/or mathematics at the end of key stage 2. This can be used by schools to pay for additional support in literacy and numeracy for these pupils such as one-to-one tuition.

How many pupils does this affect in the Academy?

Below are two charts showing the proportion of pupils in the current (2013-2014) Year 7 cohort who achieved less than National Curriculum Level 4 in English and Mathematics. Thirty-four Year 7 pupils achieved less than Level 4 in English at KS2 (19% of the year group) and thirty-three Year 7 pupils achieved less than Level 4 in Mathematics at KS2 (18% of the year group).





How many pupils does this affect nationally?

Nationally, 15% of pupils achieve less than Level 4 in Mathematics at KS2 and 20% of pupils achieve less than Level 4 in English at KS2. Slightly more pupils than the national average arrive at UAH having achieved less than Level 4 in Mathematics at KS2 and very slightly less pupils than the national average arrive at UAH having achieved less than Level 4 in English at KS2.

How is the Premium Allocated?

Funding for the 2013 to 2014 financial year has been allocated to schools based on the number of eligible pupils listed in autumn 2013 census returns and the 2013 key stage 2 assessments.

How much have we been allocated for the year 2013-2014?

The Academy received a funding allocation of £25,000 in March 2014 for Year 7 literacy and numeracy catch-up.

How do we currently use the Premium?

The premium is currently used in the Academy to pay for one-to-one tuition as well as support for literacy through the Academy's Fresh Start (read, Write Inc.) programme.

How do we plan to develop the programme of support for these pupils?

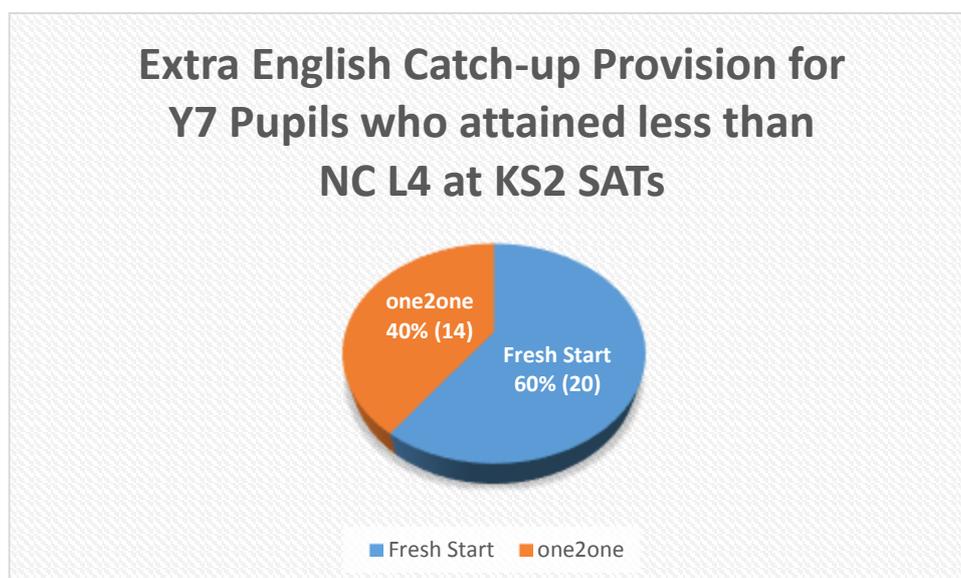
Support is based on individual need and on helping these pupils achieve Level 4 in English and/or Mathematics. Planned additional support includes:

- Small-group tutorials in literacy with a specialist teacher
- Where appropriate, further one-to-one support for these pupils in literacy and numeracy

What is the current progress of pupils who did not achieve National Curriculum Level 4 in English and/or Maths?

English

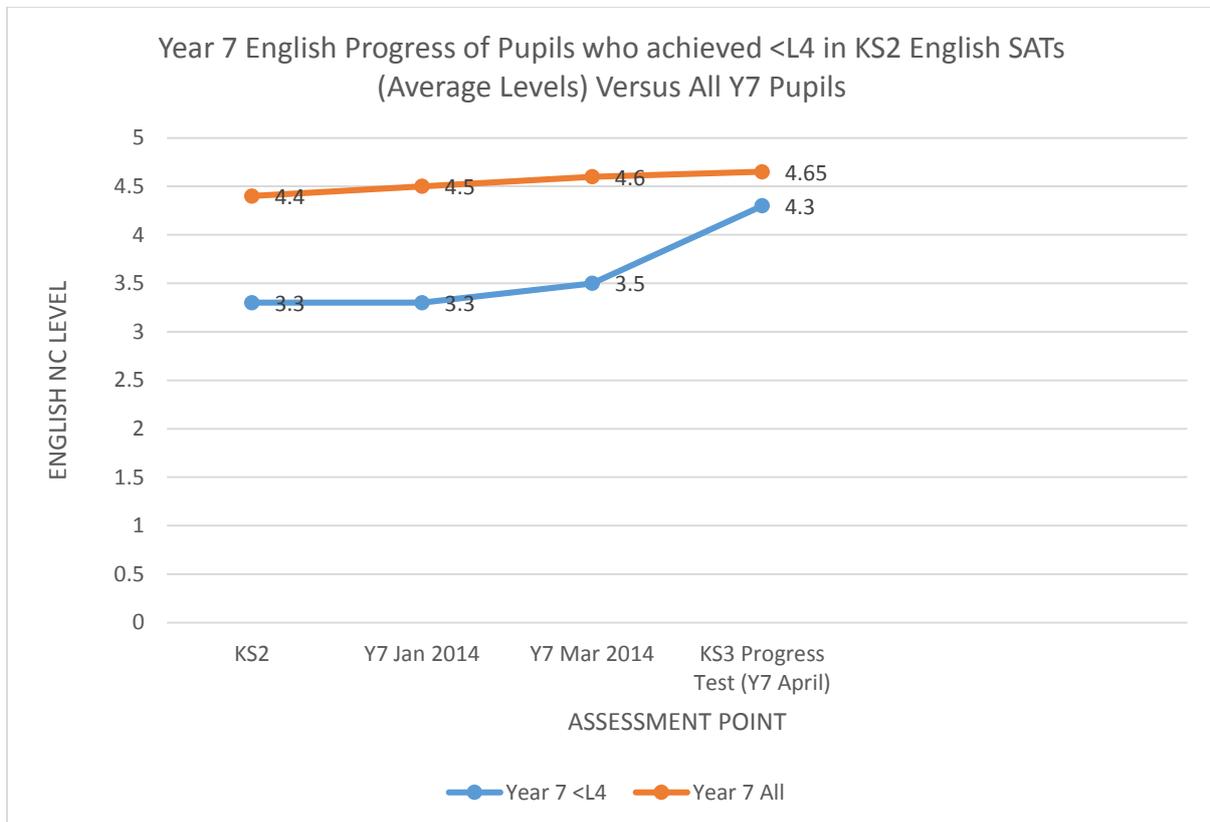
Currently 20 pupils take part in the Fresh Start (Read, Write Inc.) literacy programme in the Academy with 14 pupils identified for one-to-one support. This is shown below.





Pupils in this year group are expected to achieve an average of 0.54 of a National Curriculum Level in English during each academic year until the end of Year 9. The current progress of pupils who achieved less than Level 4 in English at KS2 is shown below relative to the whole year group. These pupils have made slightly more progress on average than pupils in the rest of the year group.

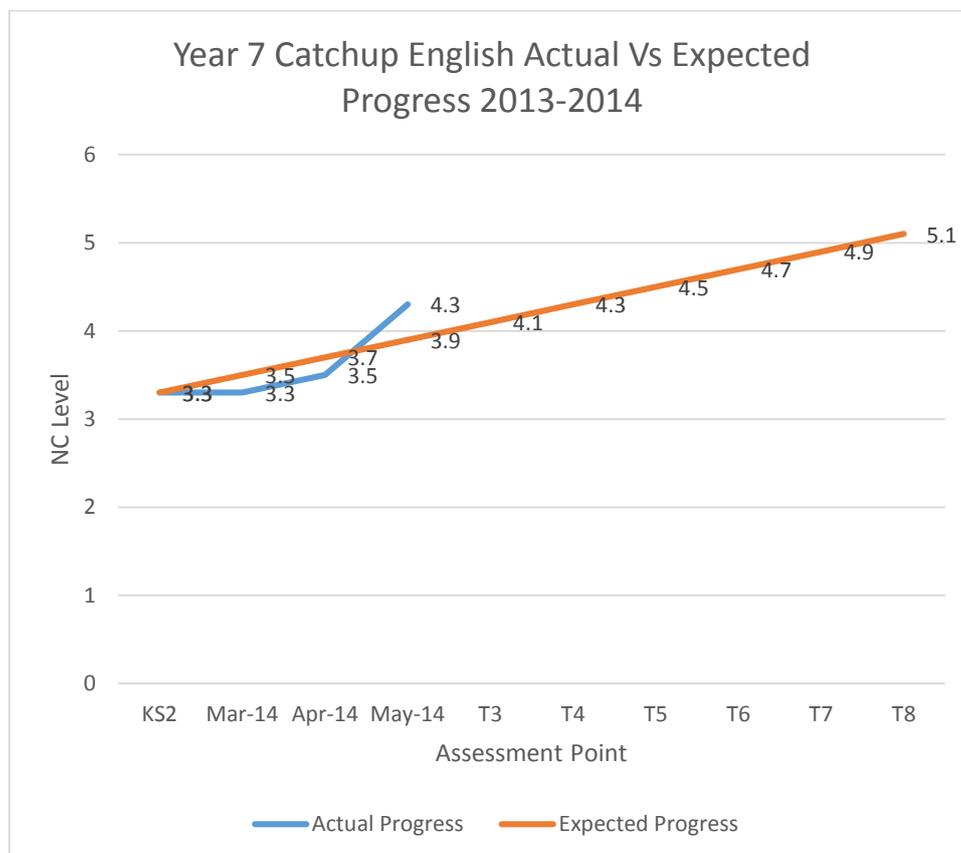
34 pupils or 19% of cohort achieved less than L4 at KS2.



Pupils in Year 7 as a whole are expected to achieve an average of Level 6.1 in English by the end of KS3. Those who began KS3 with less than Level 4 in English are expected to achieve Level 5.1 in English by the end of KS3.



The graph below shows the progress of Year 7 pupils who achieved less than level 4 at KS2 compared to their expected progress. These pupils are making more than expected progress and the gap between this group and their peers is being closed.



Further points of analysis:

- Pupils on the Fresh Start programme made an average of 9 months progress in Reading Ages in the first 4 months of the programme, more than double chronological age.
- The recent KS3 Progress Test shows that these pupils have made good progress on average attaining Level 4.3 (with the exception of 4 pupils who are below level for this test).
- The gap has been narrowed relative to the rest of the cohort from 1.1 to 0.35.
- The cohort average is slightly below expected as a whole.
- Performance in examinations appears better than tracking implying that tracking may be low as a whole.

English interventions

- 22 pupils have been provided with Fresh Start Literacy to enable these pupils to make rapid progress in reading. Reading ages have increased at double chronological age, an average of nine months over four months on the programme.
- 10 pupils have so far been provided with one2one teaching. These pupils have been paired based on similar levels of ability to work with one2one teachers.

Further intervention suggested:

- Analysis by pupil in English of what each pupil can and cannot do to support one2one teaching.

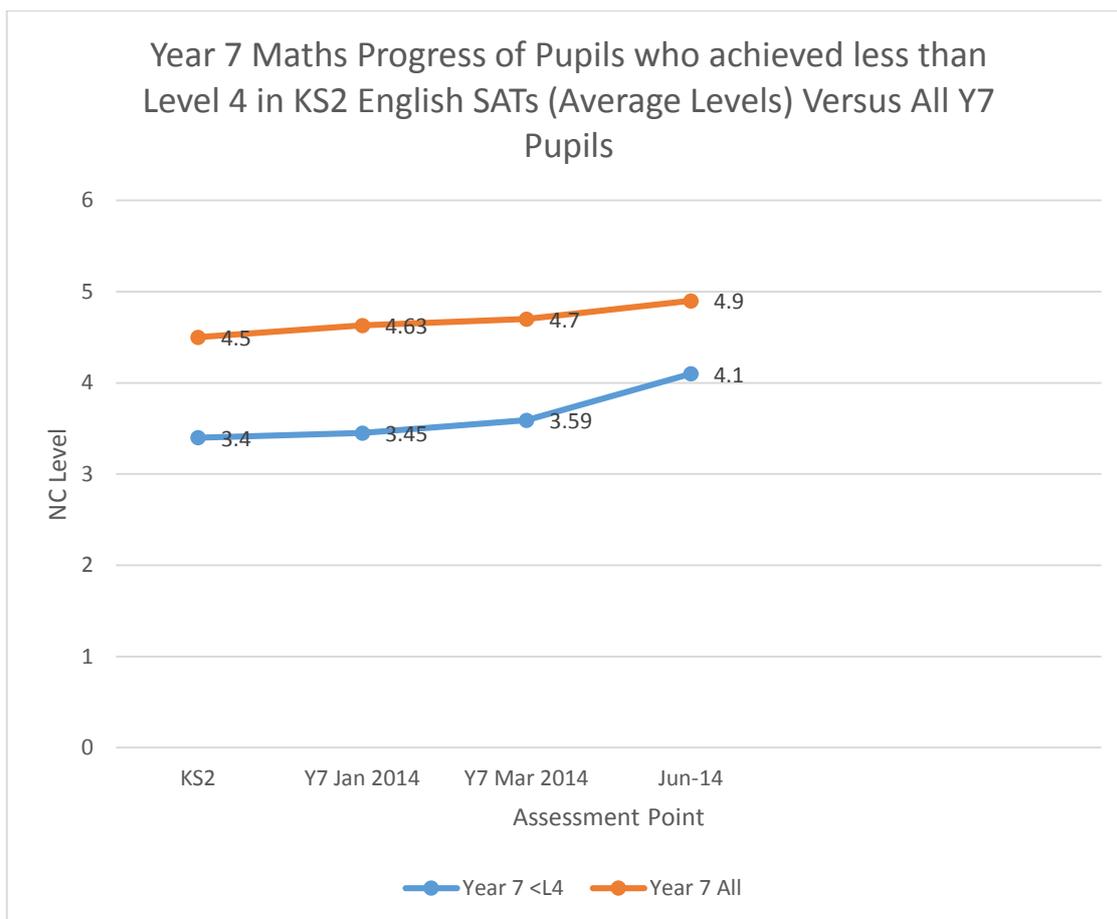


- Further diagnosis of Fresh Start pupils to assess their needs in transferring to main stream lessons.

Maths

Pupils in this year group are expected to achieve an average of 0.56 of a National Curriculum Level in Mathematics during each academic year until the end of Year 9. The current progress of pupils who achieved less than Level 4 in Mathematics at KS2 is shown below relative to the whole year group. These pupils have made slightly less progress on average than pupils in the rest of the year group.

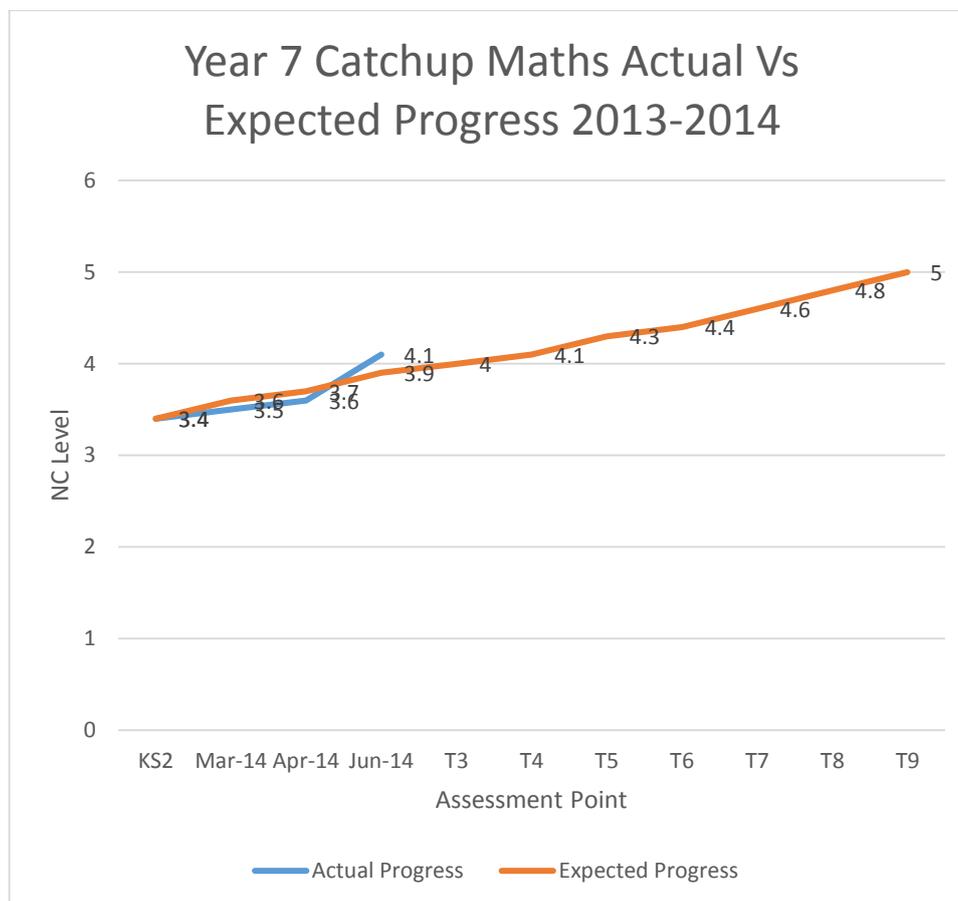
33 pupils or 18% of cohort achieved less than L4 at KS2.



Pupils in Year 7 as a whole are expected to achieve an average of Level 6.2 in Maths by the end of KS3. Those who began KS3 with less than Level 4 in Maths are expected to achieve Level 5.0 in Maths by the end of KS3.



The graph below shows the progress of Year 7 pupils who achieved less than level 4 at KS2 compared to their expected progress. These pupils are making more than expected progress and the gap between this group of pupils and their peers is being closed.



Further points of analysis:

- The gap has narrowed from 1.1 to 0.8.
- According to FFT predictions the gap should actually widen between the point of entry and end of KS3.
- Current performance in Year 7 already surpasses the end of Year 7 target based upon linear progress.

Maths interventions:

- The 33 pupils have completed a diagnostic test in an attempt to identify common weaknesses in these pupils' understanding. Pupils have then been grouped accordingly, all pupils with a misconception in Algebra have formed a single group for example. One-to-one teaching where this is possible on the timetable will then take place with groups of four pupils.

How do we propose to develop our provision for Year 7 catch-up in literacy and numeracy?

Our current plans include expanding the one2one programme of support for pupils who require additional support as well as targeted use of the Accelerated Reader programme. Further specialist

JULY 2014



one-to-one support is also available through the Special Needs Department for literacy and handwriting.