

Hayle Academy Y7 Literacy and Numeracy Catch-Up Premium



Last year, the Academy received £10,370 in funding from the Y7 Literacy and Numeracy Catch-Up Premium. This figure is based on the number of Year 7 students at Hayle Academy in 2013 who did not reach the average level of attainment in reading and mathematics (4b) which was then 22 students. Our funding for 2019-20 is expected to be at the same level of £10,370.

Hayle Academy Proposed spend		Academic Year 2019-20		£10,350 (predicted)	
Pupil Eligibility (Number of students gaining <100 in their KS2 Reading SATs)		29 (34%)		Pupil Eligibility (Number of students gaining <100 in their KS2 Maths SATs)	
				17 (20%)	
Intervention	Description	Spend		Comments	
Accelerate English	<p>Accelerate English: two small groups formed from students with standardised score <95 in reading. Four one hour sessions each week to deliver LEXIA PowerUp intervention (vocabulary, grammar and reading comprehension) and small guided group work to develop reading fluency, grammar, writing resilience and handwriting.</p> <p>Students with standardised scores between 95-100 to be taught within a small group covering the English curriculum in Year 7 to enable opportunities for support and maximising progress.</p>	<p>Cost of additional teacher to take 2 groups for 8 sessions per week (8hrs): £6843.00 Cost of LEXIA PowerUp Program £1,000.00.</p>		<p>To run for 26 weeks with monitoring and evaluation at the end of the Spring and Summer terms.</p>	
Accelerate Maths	<p>Accelerate Maths: four groups of students with standardised score of <100 to be extracted from tutor time to receive small guided group sessions focusing on:</p> <ul style="list-style-type: none"> • CatchUp maths session (4xTAs) • Curriculum support session (all SEN team) • PIXL times tables session (HoD) • Numeracy Ninja session (2x TA) <p>Aim of this intervention is to plug gaps in maths knowledge and ensure firm maths foundations are created with which to build on.</p>	<p>4No. TA's provided for 3 sessions (60mins) - £300.00 1No. teacher provided for one session (20mins) and supervision & support - £500.00 Cost of CatchUp program £50.00</p>		<p>To run for 26 weeks with monitoring and evaluation at the end of the Spring and Summer terms.</p>	

<p>Reading Interventions To be stopped Easter 2020.</p>	<p><i>Pupils in Year 7 are entered onto the Accelerated Reader programme in order to continue to develop reading throughout KS3 and beyond. The scheme is heavily promoted across the school with 25min of reading allocated every day in Yr7 & 8 within lesson times. During this time, teachers to work with those students with lower reading levels (listening and supporting their reading). Librarian to ensure reading records are kept up to date and students unable to read are supported (lunchtime reading club)</i></p>	<p>Total AR cost: £2,870.00 (proportion used for catch up funding: £1,200).</p> <p>Total cost to include curriculum time and AR librarian cost. allocation: £8,750.00</p>	<p>Awaiting confirmation following evaluation of results – may be cancelled if not cost effective and replaced with subject led reading support (quality texts).</p>
<p>Mentoring</p>	<p>For those students who gained a standardised score below 100, a teaching assistant mentor is assigned who meets with them weekly or biweekly to address barriers to learning, attendance, support and attitudes to learning.</p>	<p>Cost of 18 sessions of 20 mins per child £50.22 x 32 students. Total cost: £1607.04</p>	<p>Review whether mentoring can also pick up reading and more accountability for AR?</p>
<p>Freshstart Phonics</p>	<p>For those students below a standardized score of 100, some will access support via the Read Write Inc programme Freshstart phonics. HLTA to work with a group of 6-8 students over a 6-12 week period to improve phonological awareness, reading fluency, spelling and writing.</p>	<p>4 groups of 7 students to access 4 sessions of intervention per week for 6 weeks cost £334.80. Total cost: £1339.20</p>	<p>To be reviewed following evaluation and success of the Accelerate English program May not run.</p>
<p>Maths intervention</p>	<p>Numeracy Ninja – in tutor times. Weekly tutor time math intervention in Yr7 for 20 mins focusing on core maths skills.</p>	<p>Covered within curriculum costs.</p>	
<p>Reducing class sizes and TA support</p>	<p>Hayle Academy is committed to reducing class sizes in its lower sets to ensure that the teacher ratio is such that support can be given to our lowest attaining students. Class sizes are aimed at being below 20 in the lowest 2 English and maths sets with a teaching assistant allocated wherever possible.</p>	<p>Equivalent of 2No. teachers (English & Maths) for 36 weeks 4 sessions per week £9475.20.</p>	

Hayle Academy Brief Overview of Academic Progress in 2018-19 for Catch Up Funding			Funding Level: £10,350
English (Reading)	Percentage (number) of pupils eligible for catch up funding with age standardised score of <100.	Percentage of pupils in September 2019 at a standardized score of <100 based on the GL Assessment Online Group Reading Test.	Percentage of pupils in September 2019 at a reading age of <11.00+ which is considered the equivalent to a Standardized Score of <100 at end of KS2.
Results	43% (48)	38% Indicating a 5% improvement for students at ARE at the start of Yr8.	25% Indicating 18% of pupils have now reached ARE for the end of KS2.

Mathematics	Percentage (number) of pupils eligible for catch up funding with age standardised score of <100.	Percentage of pupils in July 2019 who attained an ARE result (Level: 0+) in the end of year mathematics exam.	Percentage of pupil in July 2019 who attained a result (0) equivalent to the KS2 mathematics exams standardised score.
Results	43% (48)	37% Indicating a 6% improvement on number of students now at ARE at the end of Year7.	22% Indicating that 21% of pupils have now reached ARE for the end of KS2.

The pupils who did not 'catch up' will continue to receive support from use of Accelerated Reader, SEN mentoring and Literacy interventions (Freshstart Phonics) and Maths Ninjas. They will also access smaller lower sets with teaching assistants allocated where possible to support in class via Quality First Inclusive Teaching.