



Ark Greenwich
Free School

Year 7 Literacy and Numeracy Catch-Up Premium Review of 2019-20



Introduction

At AGFS we assess the needs of individual pupils on entry to the school with a range of baseline assessments including national standardised reading tests, in order to establish the best way to use this funding. We utilise a range of successful and research-based programmes and approaches with a proven track record of success.

Effective use of funding to support catch-up may include:

- Individual tuition in addition to classroom teaching
- Intensive small group tuition
- Purchasing external services and materials to add to those provided by the school, for example tutor services or proven computer-based or online support

AGFS is committed to providing resources and ensuring vital support is in place for any pupil who enters the school in year 7 without having reached the expected standard in writing and mathematics at the end of KS2. We also put additional support in place for any other pupils who we feel may not be fully 'secondary ready'.

Funds available: £4500

Objective: To ensure every year 7 pupil is 'secondary ready' in English and Mathematics by the end of year 7 or rapid progress is being made towards this.

Responsible: Miss Barratt (Head of Mathematics), Ms Kane (Head of English) and overseen by Mr Macpherson (Deputy Headteacher).

The AGFS approach:

1. Year 7 pupils who are not secondary ready including those who have entered the school without having reached the expected level in writing and mathematics at KS2 are identified through national standardised testing at the start of Year 7.
2. Identified pupils are enrolled within appropriate support programmes including a graduated daily programme of Fresh Start, Lexia reading, writing support and TimesTables Rockstars.
3. Pupil progress is tracked and reviewed within a discrete group three times a year within the half termly reporting cycle. Adjustments are made to the approach for individual pupils if necessary and when they are ready to graduate from the support group.
4. AGFS also facilitates an extra mathematics and English nurture class in year 7 which runs concurrently with steps 1-3. Within these smaller classes an intensive teaching programme takes place with specialist practitioners and additional adults for 4 hours a week.



Impact analysis for 2019-20

The group identified for additional support in September 2019 contained 8 Maths and 12 English students.

	Proportion making expected progress in English	Proportion making expected progress in Maths
July 2020	4 students achieved expected progress while 4 students exceeded expected progress	4 of the original 8 students exceeded expected progress, whilst the new cohort of 11 have progressed into mainstream sets in Year 8.

All students from the Lexia group were placed in the nurture English group alongside a further 5 students with significant SEN needs and low-test data from Primary school. Unfortunately, 12 students did not graduate from the Lexia group by the time coronavirus forced the school closure. As such these students will continue with the programme for the first term of Year 8.

English

Small group intervention has been beneficial for several of our year 7 students who came to us at a lower than expected level from primary.

All students from the Y7 nurture group have now graduated into mainstream classes.

Students who are particularly struggling have LSA support to help them to access the higher expectations. Many students have had scaffolding reduced and are beginning to flourish.

The star reading programme is clearly allowing students to progress as their reading ages on average are increasing rapidly.

English Year 7 Nurture Group (Start point Reading age/End point Reading age)

- Student 1 (6 years 3 months/ 6 years 3 months)- attendance issues, impact of COVID
- Student 2 (8 years 6 months/ 6 years 6 months)- attendance issues, impact of COVID
- Student 3 (7 years 11 months/7 Years 3 months)- attendance issues, impact of COVID
- Student 4 (9 Years 7 months/ 10 Years 4 months)- Progress has been made.
- Student 5 (9 Years 5 months/10 Years 8 months)- More than expected progress.
- Student 6 (6 Years 10 months/7 Years 10 months)- Expected progress.
- Student 7 (6 Years 6 months/ 7 Years 8 months)- More than expected progress
- Student 8 (8 Years 4 months/ 8 Years 6 months)- Limited progress has been made. Attendance issues, impact of COVID.
- Student 9 (8 Years 5 months/11 Years)- More than expected progress
- Student 10 (9 Years 1 month/ 11 Years)- More than expected progress
- Student 11 (7 Years 7 Months/ 8 Years 4 months)- Progress has been made.

Maths

The smaller group for our lower ability students in Year 7 makes a clear difference. Specialist teaching and learning support allows all students an opportunity to access the same curriculum as the rest of the cohort, developed by Mathematics Mastery and adapted by the KS3 lead to meet our lesson expectations. Online platforms such as Times Tables Rockstars allowed for the skills to be further developed online and occasionally during lesson time. Of the 8 students indicated as 'not Secondary ready' in our baseline assessment and placed in Nurture provision, 4 showed significant progress and moved back into mainstream provision in the Spring term. This allowed us to open our provision to an additional 7 low attaining students in the Spring. All students from this cohort have now been moved into 'mainstream' classes for Year 8.

Allocation of funding

Intervention type	Description	Cost
Literacy support	Graduated daily programme of RWI Fresh Start, Lexia reading and writing support, vocabulary groups.	£2500
Numeracy support	Deploy Maths Mastery curriculum and Timetables Rockstars programme.	£2000