

# Queen Elizabeth's Girls' School

## Literacy and Numeracy Catch Up

### Overview

The Literacy and Numeracy Catch Up was introduced by the government in March 2013 to support year 7 pupils who did not achieve at least level 4 in reading and/or Mathematics at the end of key stage 2. Schools receive an additional premium of £500 for each Year 7 student who has not achieved these levels (maximum £500 per pupil). The funding is used to help those students “catch-up” to their peers in the first year of their secondary education. QEGS is committed to ensuring that the additional funding is used in order to make a significant impact on their education and lives.

### Strategies 2013-14

The school has identified the needs of those students receiving “Catch-Up” funding and we set out below our intervention strategies for last year:

1. We set up a paired reading scheme (Reading Challenge) in which sixth formers met weekly to read with their Year 7 student.
2. We provided literacy lessons in the summer term for small groups.
3. We ran a 10 week programme of peer tutoring sessions in Mathematics where A level Mathematics students worked with an individual Year 7 student.

### Evidence of impact 2013-14

The Reading Challenge was very popular and really helped with the students' engagement in reading as the statistics below show:

- 77% rated the Reading Challenge as good or outstanding in terms of how useful they found it.
- 33% rated their enjoyment of reading as good or outstanding before taking part which rose to 88% afterwards.
- 66% rated their confidence in reading as average or below before taking part and afterwards only 11% rated their confidence as average and none rated it below that (33% very confident and 55% confident).

All pupils in the literacy catch up group were on a level 4 or 5, with 44% of them reaching their target or higher by the end of the year. All the pupils in the reading catch up group were on a level 4 or 5, with 80% of them on or above target at the end of the year. In Mathematics, 83% of the pupils in the catch up group were on or above their end of year target. We continue to monitor the progress of these students carefully and provide extra support where needed.

## Strategies 2014-15

The strategies for the current year are as follows:

1. The literacy intervention was provided by an outside agency last year and it was felt that it didn't meet the needs of our students as well as we would like. Therefore, this year we have employed a specialist literacy teacher who has worked with us on a continuous basis. Students in Year 7 have been taken off timetable to receive extra literacy sessions for three sessions per week over a 6 week period.
2. In Mathematics we have continued with Peer Tutoring with A Level Mathematics students as this was successful last year.
3. Paired Reading has started again in the summer term.

## Evidence of impact (May 2015)

Students who have taken part have fed back the following information:

- 100% of students found the catch up sessions helpful in terms of supporting them in Mathematics and English.
- 100% of students asked felt that the catch up sessions had a direct impact on their achievement.

In terms of student achievement the Year 7 students who receive English catch up have achieved the following:

- 95% of students who have received catch up have now achieved at least a 4c if not higher by the mid-point of the year.
- In addition 16% of students have already met their End of Year 7 target and a further 16% have surpassed their end of Year target (May).

Students who received catch up for Mathematics have achieved the following:

- 33% of students have met their Year 7 target and a further 41% have exceeded their Year 7 target at Data Drop 2 (May).
- 91% of students have reached at least a level 4c if not higher on data drop 2.

In both English and Mathematics the students who have not yet reached a level 4 or are still working towards their end of year target will continue to receive support until at least the end of the academic year.