

Year 7 Literacy and Numeracy Catch-Up Premium

The literacy and numeracy catch-up premium gives schools additional funding to support Year 7 students who did not achieve the expected standard (scaled score of 100) in Reading or Maths at the end of key stage 2.

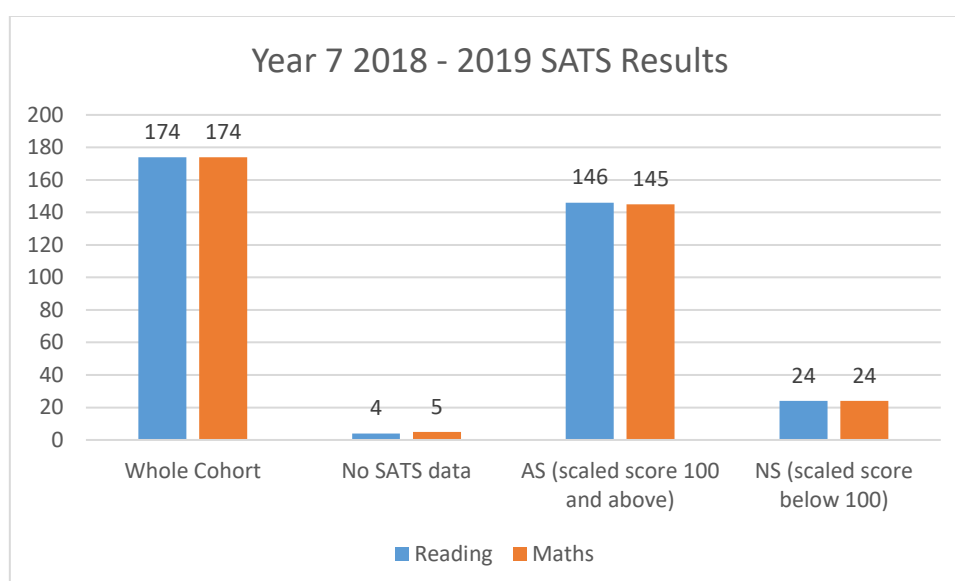
From 2016 – 2017 schools received the same overall amount of Year 7 catch-up premium funding they received in 2015 - 2016, adjusted to reflect the percentage change in the size of their year 7 cohort, based on the October census of the current year. We anticipate that funding for 2018-2019 will be in line with the previous year.

Literacy and Numeracy Catch-Up Premium funding amounts by year			
March 2016	March 2017	March 2018	March 2019
£7,500	£7,500	£7,500	£7,500 (TBC)

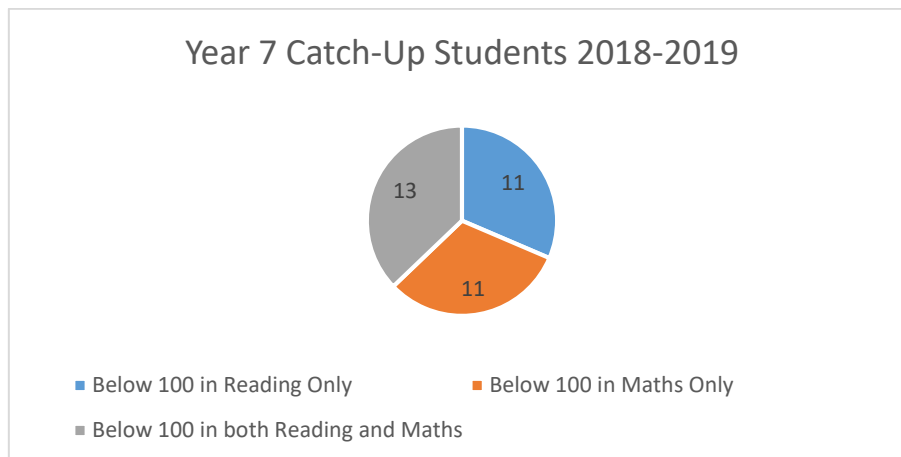
Identifying students and planning interventions.

We use SATS results information to identify those students who did not achieve the expected standard in Reading and / or Maths at Key Stage 2. We are able to use the Question Level Analysis (QLA) information available to us within the Analyse School Performance service to identify specific areas that interventions should focus on. We plan additional tuition, interventions and resources using the data, transition information received from primary school and in liaison with the current subject teacher to ensure that we are focusing resources where there is an identified need and that interventions are tailored to individual students.

Academic Year 2018 -2019 Year 7 SATS Results



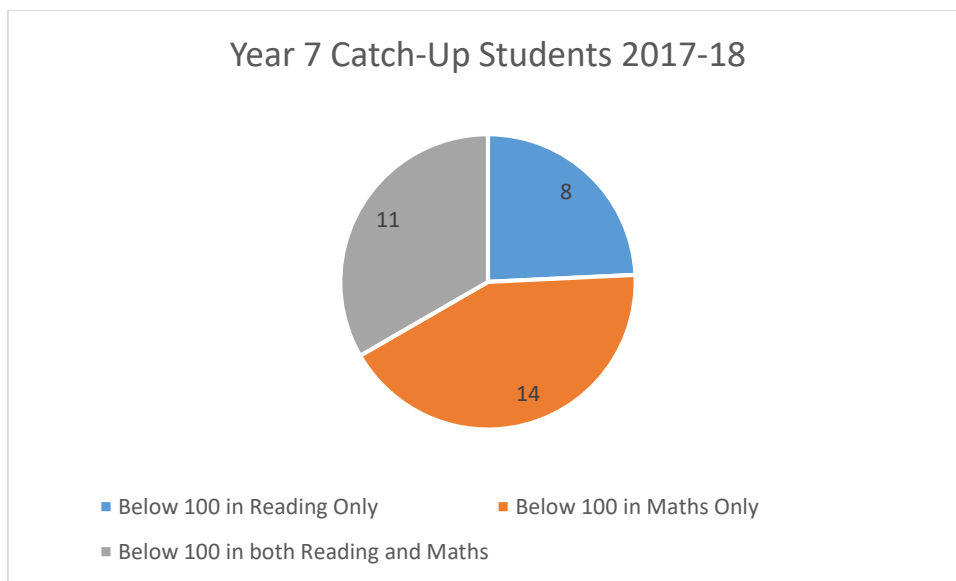
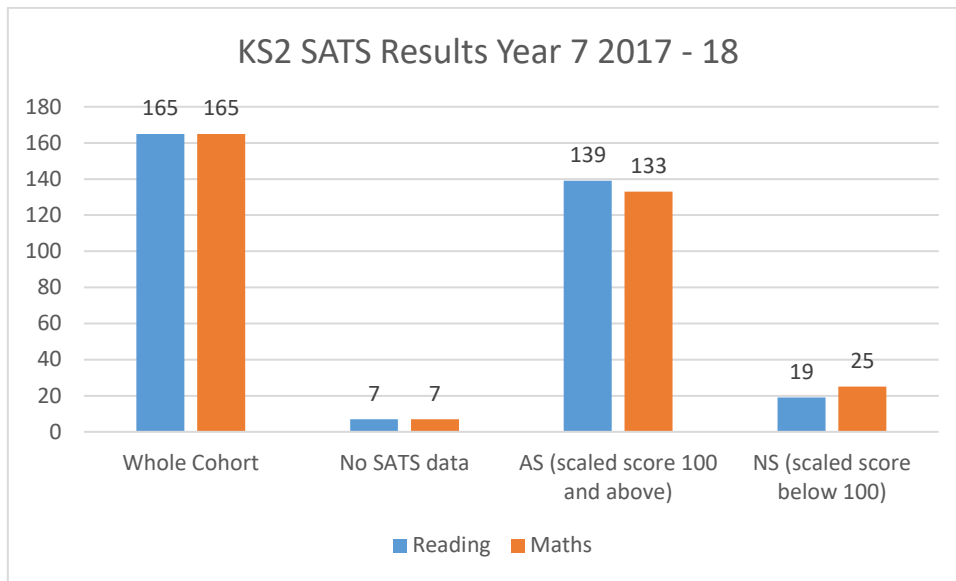
Academic Year 2018 -2019 Year 7 Catch-Up Students



2018 – 2019 Planned Interventions

- Lexia Reading Programme. Access to the Reading Programme both in early morning sessions within school and at home.
- Targeted one-to-one or small group literacy / numeracy sessions with a qualified teacher. The block of sessions begin and end with an assessment, which highlights where progress has been made and where there may be a need for further or follow up sessions.
- Additional resources for one-to-one / small group sessions
- Bedrock Learning Vocabulary. All students in KS3 & 4 are using Bedrock Learning Vocabulary Programme as part of a whole school approach to improve reading, extend vocabulary and promote exposure to aspirational texts.
- Focused early morning / lunchtime literacy and numeracy interventions within the Learning Support Department.
- MFL withdrawal to provide additional literacy and numeracy lessons for very small numbers of students dependant on need.
- After school Study Support sessions to complete homework and develop core subject skills in a supported environment.

Academic Year 2018 -2018



For academic year 2017 – 2018, the funding was used to provide:

- Targeted one-to-one or small group literacy / numeracy sessions with a qualified teacher.
Students were removed from one lesson (not a Maths, English or Science lesson) either on a weekly or fortnightly basis (dependant on timetable) to receive a block of 6- 8 intensive sessions focusing on key areas identified by usual subject teacher in conjunction with the teacher taking the sessions. Each block of sessions began and ended with a test to enable effective measurement of progress.
- Focused early morning / lunchtime literacy and numeracy interventions within the Learning Support Department.

- Additional resources to support the one-to-one / small group sessions.
- MFL withdrawal. Small number of students who require more intensive support are withdrawn from MFL course to have increased small group literacy and numeracy lessons.
- Lexia Reading Programme. Online literacy programme that students work on independently. In school sessions supported by an LSA before school and at lunchtimes. The programme is also available for students to use at home to further their learning.
- Study Support sessions. Students attend after school sessions on an invitational basis. Sessions provide a supported environment where students can complete homework and gain additional support in core subject areas.

Evaluating Impact

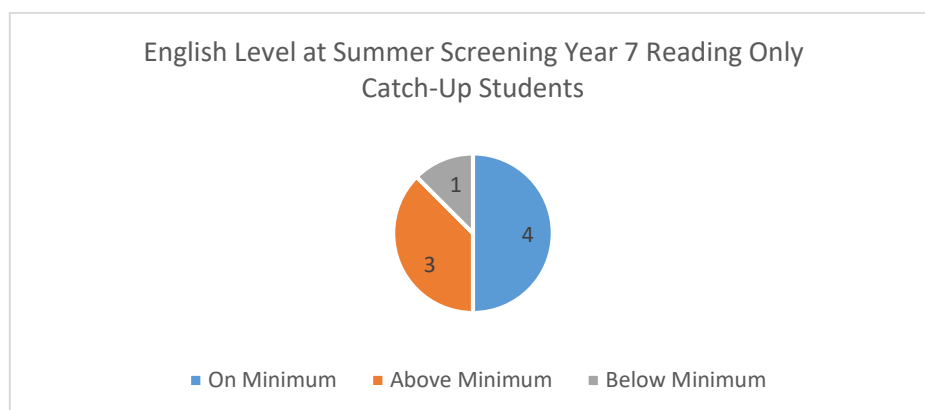
Impact is measured using internal progress and attainment data.

Impact from Catch-Up Interventions 2017 – 2018.

Reading Only:

7 / 8 students (88%) were on course to achieve on or above their minimum grade at summer term 2018 screening in English.

7 / 8 students (88%) were on course to achieve grade 4 or above at GCSE English.

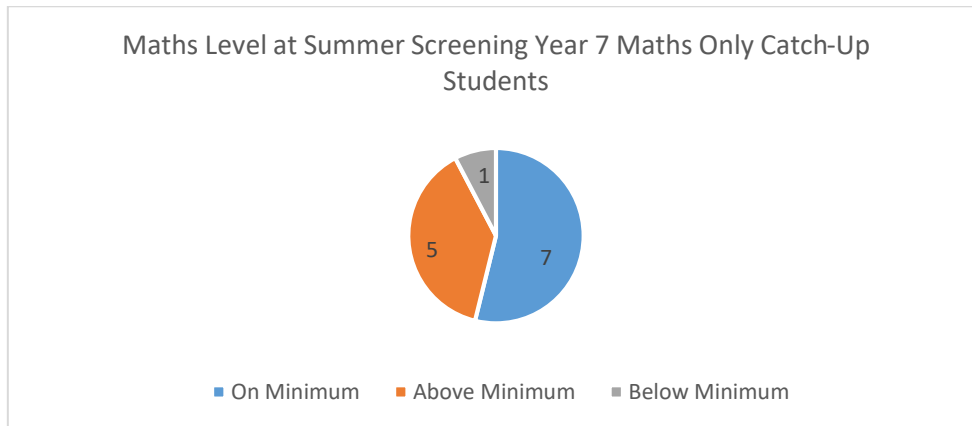


Maths Only:

1 student left the school before summer screening 2018.

12 / 13 (92%) were on course to achieve on or above their minimum grade at summer term 2018 screening in Maths.

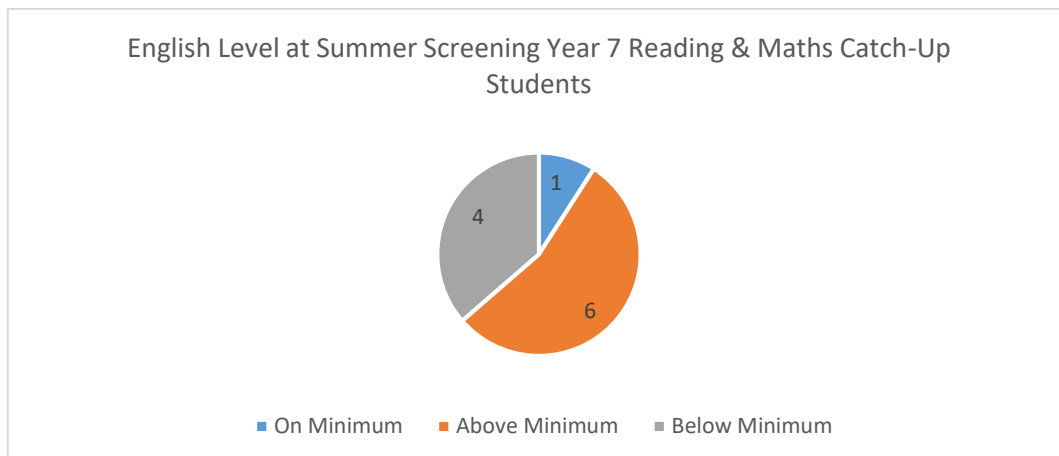
9 / 13 students (69%) were on course to achieve grade 4 or above at GCSE in Maths.



Both Reading and Maths:

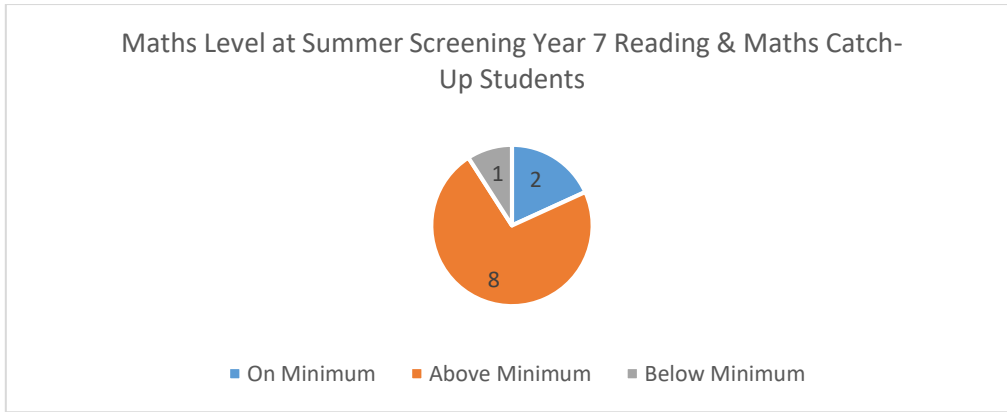
7 / 11 students (64%) were on course to achieve on or above their minimum grade at summer term 2018 screening in English.

4 / 11 students (36%) were on course to achieve grade 4 or above at GCSE English.



10 / 11 students (91%) on course to achieve on or above their minimum grade at summer term 2018 screening in Maths.

4 / 11 students (36%) on course to achieve grade 4 or above at GCSE in Maths.



3 / 11 students (27%) on course to achieve grade 4 or above at GCSE in both English and Maths.

Those students who are not yet on course to achieve their minimum grades will continue to be offered interventions in Year 8.

Those students who are involved in the MFL withdrawal programme will continue this throughout Key Stage 3 with a continued focus on literacy and numeracy.