

Year 7 Literacy and Numeracy Catch up premium statement ; 2018-19

Government Guidance for allocation of funding to schools

“Maintained schools and academies may spend the grant for the educational benefit of pupils registered at that school, or for the benefit of pupils registered at other maintained schools and academies. They may also spend it on community facilities, for example services where the provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the school’s locality”

Level of funding ; circa £16,375

Strategies to improve Literacy

Action	Description
Diminishing the difference programme	Involves increased literacy support for students within a specific teaching group with an increased focus in lessons on literacy. The group may have at times 3 members of staff who are deployed in a variety of ways to support literacy. This can include small group work during the lesson, 1 to 1 support within the lesson, hearing students read texts during the lesson or general literacy support as directed by the teacher leading the lesson. This is particularly necessary as many cohorts have a majority of students on intake with low levels of literacy and numeracy and are not deemed secondary ready. Started as a supported group in Y7 the programme has partially been extended into Y8.
Literacy intervention programmes	Toe by toe phonics interventions for literacy, reading buddies scheme.
Small group intervention programme	Taught by CWL and specifically aimed at developing language skills in KS3. Needs of the students are assessed against the flightpath of development required for the more rigorous SoW for GCSE English Language and Literature.
Opening Minds lesson in Year 7	Students follow an Opening Minds curriculum in Y7 and Y8 where they are guided to become more independent learners as well as work together as cohesive and collaborative teams. The SoW incorporates both literacy and numeracy elements to explore the enhancement of these skills through a creative approach.
Encouragement of reading	All students have a reading book appropriate to age and reading ability. They are encouraged to read this during the day when possible. Staff may ask students to read at the start of a given lesson to settle students and engage with reading.

Strategies to improve Numeracy

Action	Description
Power of 2	Delivered during tutor time by a 'buddy' system to encourage peer support and enable students to interact with number and mathematical processing on a regular basis.
Peer mentoring programme	Each Y7 has a Y9 peer mentor who delivers materials (Springboard 7) during tutor time. Collaborative learning found to have a positive effect on Y7 students.
Intervention	Students use appropriate schemes as above and in the summer term any who are not making sufficient progress receive more intensive support from maths teachers (KG as member of staff in charge of KS3 maths) to co-ordinate
Opening Minds lesson in Year 7	Students follow an Opening Minds curriculum in Y7 and Y8 where they are guided to become more independent learners as well as work together as cohesive and collaborative teams. The SoW incorporates both literacy and numeracy elements to explore the enhancement of these skills through a creative approach.

Success Criteria

Strand	Outcomes
Literacy	Standardised scores show progress over time – re-testing occurring during the academic year. Evidence from demonstrates progress is made. For example - September 2016 - 18 students in Year 7 were identified with specific need – 67% of whom had a standardised reading score of 84 or below. By June 2017 this had reduced to 33% and 44% of the group made gains of 10 points or more on the standardised test. In the same period in 2017-18 23 students were identified with 65% having standardised reading scores of 84 or below. By June

	2018 this had reduced to 35% and 47% of the group had made gains of 10 points or more on the standardised test.
Numeracy	A+A grades demonstrate progress over time during the assessment and reporting windows advertised at the start of the academic year. A+A grades from KS3 shows in 2016 -17 that for 68% of this group their A+A grades show that they were on track to meet their aspirational target grade range. In 2017-18 A+A grades were again analysed to look for gains made. A+A data showed that 65% were on track to meet target grades within their flightpath.

Review of progress

Interim reviews assess progress of targeted students take place during the year – timing depends on the placement of reading testing.

Student voice surveys to assess any additional barriers to learning not previously identified.

An interim report is produced during March.