



**Year 7 Literacy & Numeracy Catch Up Premium
Funding Review 2017/18**

Date: September 2019

Review: September 2020

Reviewer: L Peaston, SENCO

Literacy and Numeracy Catch Up Premium Funding Review 2017-2018

The literacy and numeracy catch-up premium gives state-funded schools additional funding to support year 7 pupils who did not achieve the expected standard in reading or maths at the end of key stage 2. 80 is the lowest scaled score that can be awarded and 120 is the highest scaled score. Pupils scoring at least a scaled score of 100 will have met the expected standard of the test. **A pupil awarded a scaled score of 99 or below has not met the expected standard in the test.**

In the year 2017-18:

At Thornden, we had **50** pupils who did not meet the expected standard in **English** or who were not working at an appropriate level to complete the SATs.

At Thornden, we had **48** pupils who did not meet the expected standard in **maths** or who were not working at an appropriate level to complete the SATs.

How we spent our additional funding

- Booster Literacy in Study Skills small groups (in place of MFL) for targeted pupils
- Pupil Profile to direct staff support for our weakest which includes pupil input gathered through 1:1 interviews
- Maths groups by ability with additional Curriculum Support Assistant in some groups
- Mixed ability English teaching track record of supporting low attainers
- Differentiation of class and homework to boost core skills
- Buddy Reading Scheme Yr10/7
- LSA support in some classes to support reading and writing across the curriculum
- Maths Booster Numeracy and Ninja sessions for targeted pupils in addition to maths lessons
- Nurture Group support providing extra work on English and maths linked to life skills
- Staffed after school Spelling Club for targeted pupils
- Staffed after school Homework Club for targeted pupils
- Support via provision of a range of key words/vocabulary
- Pupil-friendly laptops to support pupils with effective recording and proof-reading of work
- Meetings with parents to fully understand needs of those who are behind
- Enhanced transition work to include meetings with teaching and pastoral staff at primary school, meetings with parents, meeting and tours with pupils, extra transition 1:1 and small group visits
- Weekly LSA meetings to monitor the impact and address the learning needs of SEN and Watch pupils who struggle with low literacy or numeracy
- Dedicated scheme of assessment for Study Skills clarifying steps for improvement, helping pupils understand how to progress

Analysis for the end of Year 7 2017-2018 for pupils who entered Thornden below expectations in English

- 83% were working in the Expected range
- 5 pupils working below the expected range but 3 are progressing
- 10 pupils are working at the two top levels of the expected range

- 4 pupils followed the Buddy Reading Scheme with Year 10 to help address fear of reading and their comprehension improved by an average of 16 months
- Spelling Club – 5 pupils attended (below 100 in SATS) – median 18 months progress
- 24% were withdrawn from MFL and all made progress on the Study Skills Pathways and are continuing on this programme for Year 8 and 9
- 3 pupils trialled new PiXL Code reading fluency trial - 2 of these made 6 months progress

Analysis for the end of Year 7 for pupils who entered Thornden below expectations in maths

- 83% were working in the Expected range
- 8% were working in the Above Expected range
- 8 pupils accessed some Booster Numeracy sessions – 4 reached expected at end of year and 1 reached above expected range
- Ninja maths – short session during tutor time

2018-19

Funding

Allocated Funding for year: £9,000

Plan of Action

In order to continue to improve the progress of students who have not yet reached age related expectations in English and/ or maths, we will ensure our current interventions continue and in addition that there will be:

- Further development of Nurture Group Provision with functional maths opportunities maximised
- Developed organisation around feeding back pupil progress on the Study Skills pathways
- Implementation of additional small group support for low attainers who are disadvantaged
- Development of school system for tracking and intervention by teaching staff
- A wider range of staff delivering Read, Know, Grow lessons for Year 7 to foster confidence with reading and the acquisition of new vocabulary
- Training of staff on how to deliver effective teaching of all-important tier 2 vocabulary to all students, especially within the context of mixed ability teaching
- Training of staff on how to support students who lack reading fluency