

## Year 7 literacy and numeracy catch-up funding strategy statement:

### Use of Funding

The literacy and numeracy catch-up premium gives 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 (KS2). The national curriculum tests at the end of key stage 2 (SATs) are administered in mathematics, English reading and English grammar punctuation and spelling. (A pupil awarded a scaled score of 99 or less in numeracy and reading has not met the expected standard in the test.) This document accompanies the 3 year disadvantaged funding document also published on the website.

1. Summary information					
<b>Academic Year</b>	2019/20	<b>Total catch up budget projection*</b>	£18,900	<b>Date of most recent review</b>	October 2019
<b>Total number of pupils</b>	125	<b>Number of pupils eligible for PP</b>	33	<b>Date for next internal review of this strategy</b>	January 2020

\*Projection is based on 2018/19 funding of £14,500 adjusted in line with percentage change in cohort. (Source- <https://www.gov.uk/guidance/scaled-scores-at-key-stage-2>). This will be updated when funding is confirmed.

2. students eligible for literacy and numeracy catch-up premium 2018-19			
	Pupils eligible for The literacy and numeracy catch-up premium	Of whom PP eligible students number	All Pupils
<b>Achieving less than 100 scaled score from average point score of KS2 Reading and Maths</b>	12	7	125
<b>Achieving less than 100 KS2 Reading scaled score average</b>	31	15	125
<b>Achieving less than 100 in KS2 Maths scaled score ( validated)</b>	17	13	125

### 3. Barriers to future attainment for catch up students

#### In school barriers

Students gaining less than 100 in individual SAT tests indicates a lower ability numeracy skills and/or lower language and communication skills than their peers, this often includes lower confidence and more behavioral issues than their peers. These students are often pupil premium students and may also have restricted access to after school and weekend revision sessions.

A	50 % of the students who did not achieve an average of 100 on the reading scaled score SAT results were PP. (of the 31/ 125 students did not achieve 100 on their reading scaled score and of these 31 of the 15 were PP.) 76% of students who did not achieve an average of 100 on the maths scaled score were PP (17/125 students did not achieve 100 on their maths scaled score and of these 13/17 are PP.)
B	76% of students who did not achieve an average of 100 on the maths scaled score were PP (17/125 students did not achieve 100 on their maths scaled score and of these 13/17 are PP.)

### 4. Outcomes

	Desired outcomes and how they will be measured	Success criteria
<b>A.</b>	High levels of progress in English for Year 7 students eligible for Catch up funding.	Students eligible for English “Catch up funding” in Year 7 make as much progress as their peers by the end of the year so that at least 25% exceed progress targets and 90% meet expected targets and other pupils still make at least the expected progress. This will be evidenced using English assessments in Autumn, Spring and Summer.
<b>B.</b>	High levels of progress in Maths for Year 7 students eligible for Catch up funding.	Students eligible for Maths “Catch up funding” in Year 7 make as much progress as their peers by the end of the year so that at least 25% exceed progress targets and 90% meet expected targets and other pupils still make at least the expected progress. This will be evidenced using Math’s assessments in Autumn, Spring and Summer.

### 5. Planned expenditure

Academic year	2019/20	How we are using the "Catch up funding" to improve Year 7 classroom pedagogy, provide targeted support and support whole school strategies.			
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A and B Improved Year 7 English and Maths progress	<p>Accelerate classes for 10-12 students with SAT below 95 during Maths and English lessons with specialist intervention teachers to "over teach" core skills.</p> <p>Accelerated students will then return to Maths and English when their skills are embedded and other students will be identified for these classes.</p> <p>End of year target SAT 100 equivalency / grade 1 skills equivalence</p>	We will offer high quality teaching in core subject skills to all these pupils to drive up results.	<p>Lesson drop ins.</p> <p>Termly review of assessment data based on department tests.</p> <p>Review progress and adapt strategy as required to accelerate progress</p>	Federation lead for English  AHT leading disadvantaged strategy	After calendared assessments.
A and B Improved Year 7 English and Maths progress	<p>CAT testing to identify hidden underattainers in SAT testing. Targets will be adjusted upwards where findings reflect prior attainment indicators banding changes.</p> <p>CAT testing to establish the headlines of the underlying issues to be investigated with individual students.</p> <p>Estimated cost £1250</p>	<p>Assessing attainments in reading and spelling.</p> <p>Measuring discrepancies between actual and expected literacy attainment. Identifying underlying problems in memory or phonological skills.</p>	<p>Lesson drop ins.</p> <p>Termly review of assessment data based on department tests.</p> <p>Review progress and adapt strategy as required to accelerate progress</p>	Federation lead for English and AHT leading disadvantaged strategy	After calendared assessments.
A and B	Set aspirational and	Aspirational targets enable	Review of curriculum	Associate assistant	After calendared drop ins

<p>Improved Year 7 literacy and numeracy progress</p>	<p>achievable targets for all students to enable every student to aspire to achieve at least a level 5.</p> <p>Implement use of curriculum plans, Medium term plans and weekly lesson plans and assessment mats by teachers to enabled clear progression routes of all students.</p> <p>Progress Mats and Flight paths printing est. cost £1200 per subject = £9600</p>	<p>all to belief in their potential and remove glass ceilings.</p> <p>Rigorous planning and execution of progression planning to enable all students to develop skills required for grade criteria.</p>	<p>plans, medium term plans and assessment maps.</p> <p>Lesson observations to review use of above.</p> <p>Termly assessment reviews.</p>	<p>headteacher leading teaching and learning.</p>	<p>and observations are recorded.</p>
<p>A. Improved Year 7 literacy progress for students with literacy SAT scores of less than 100 in Reading</p>	<p>Intensive tuition in intervention for identified students. Tutor based reading programme for students including library time for all students including those with &lt;100 SAT year 7</p> <p>Cost- £1100 for new contemporary books for classes and printing resources</p>	<p>“Catch up” student literacy progress for yr. 7 students exceeded other students The majority of “Catch up” students made expected progress of 1 level (62%). 15% made more than expected progress 2016-17</p>	<p>Lesson drop ins. Termly review of assessment data based on department tests. Review progress and adapt strategy as required to accelerate progress</p>	<p>Federation lead for English and AHT leading disadvantaged strategy</p>	<p>Every term after assessments</p>
<p>A Improved Year 7 literacy progress for students with literacy SAT scores of less than 100 in Reading</p>	<p>literacy week For yr7 &lt;97SAT</p> <p>Cost- est. £500</p>	<p>Literacy based week of workshops using teaching strategies based on KAGAN to engage, develop confidence and improve core skills of literacy in identified students</p> <p>Activities will include live readings of Tempest at barren beach, Music and</p>	<p>Student written assessments prior to and after week</p>	<p>Literacy lead and AHT leading disadvantaged strategy</p>	<p>Student written assessments prior to and after week</p> <p>And termly assessments</p>

		Drama and Artist workshops and presentations to develop comprehension, vocabulary and to improve articulation of responses.			
A and B Improved Year 7 literacy and numeracy progress for students with literacy and numeracy SAT scores of less than 100 combined	Sustainability FPTs For yr. 7 <97SAT scaled score and not accelerate group.  Cost- est. £500 and additional teacher	Literacy and numeracy based workshops using teaching strategies based on KAGAN to engage, develop confidence and improve core skills of literacy in identified students  Focus- What is the impact of plastics on our environment?  Activities will include beach combing, Scientific experiments D and T design and make workshop to develop comprehension, scientific and numeracy based vocabulary and to improve confidence and articulation of responses.	Student written assessments prior to and after FPT	Literacy lead and AHT leading disadvantaged strategy	Student written assessments prior to and after week  And termly assessments
				Total estimated	£ 13200 and additional teaching required

<b>2018 2019 review of actions, outcomes and consideration of next steps</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for Catch up funding, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
A and B Improved Year 7 English and Maths progress	Accelerate classes for 10-12 students with SAT below 95 during Maths and English lessons with specialist intervention teachers to “over teach” core skills.  Accelerated students will then return to Maths and English when their skills are embedded and other students will be identified for these classes.  End of year target SAT 100 equivalency / grade 1 skills equivalence	Yes. The majority of students met their targets. Other students require additional sessions in year 8 to support their core skill development.	Yes. Development- Subject specific teachers with excellent “teach first strategies are timetabled this year.
A and B Improved Year 7 English and Maths progress	CAT testing to identify hidden underattainers in SAT testing. Targets will be adjusted upwards where findings reflect prior attainment indicators banding changes.  CAT testing to establish the headlines of the underlying issues to be investigated with individual students.	Yes. Hidden students achieved in line with their new higher prior attainment grouping	Yes. Development - parents are involved in the process of CAT review this year to enable a greater understanding of the learning styles of their child and improve the specific nature of support that can be given for subjects. Additionally parental involvement improve school home relationships for all students.
A and B Improved Year 7 literacy and numeracy progress	Set aspirational and achievable targets for all students to enable every student to aspire to achieve at least a level 5.  Implement use of curriculum plans, Medium term plans and weekly lesson plans and assessment mats by teachers to enabled clear progression routes of all students.  Progress Mats and Flight paths printing	Yes. Students are increasingly becoming independent learners. This strategy requires embedding in other years.	Yes. Independence and resilience are core skills for lifelong learning
A. Improved Year 7 literacy	Intensive tuition in intervention for identified students.	Yes. Students report enjoying books and book reports show an increase in their literacy levels.	Yes. Highly effective strategy, more books required.

<p>progress for students with literacy SAT scores of less than 100 in Reading</p>	<p>Tutor based reading programme for students including library time for all students including those with &lt;100 SAT year 7</p>		
<p>A Improved Year 7 literacy progress for students with literacy SAT scores of less than 100 in Reading</p>	<p>literacy week For yr7 &lt;97SAT</p>	<p>Yes. Students literacy levels increased impressively as a result of this week long activity. Parents were invited in to celebrate their child's success and this formed good positive bonds with the school.</p>	<p>Yes.</p>
<p>A and B Improved Year 7 literacy and numeracy progress for students with literacy and numeracy SAT scores of less than 100 combined</p>	<p>Sustainability FPTs For yr. 7 &lt;97SAT scaled score and not accelerate group.</p>	<p>This did not happen due to change of teaching allocations.</p>	<p>Yes. We need to capture and further improve the core skills and then the outcomes of this key group of lower MPA students who are often PP.</p>