

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					
Academic Year	2019/20	Total catch up budget projection*	£15500	Date of most recent review	Oct 2019
Total number of pupils	163	Number of pupils eligible for PP	77	Date for next internal review of this strategy	January 2020

*Projection is based on 2017/18 funding of £17,500 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
Achieving less than 100 scaled score from average point score of KS2 Reading and Maths	39	18	163
Achieving less than 100 KS2 Reading scaled score average	60	30	163
Achieving less than 100 in KS2 Maths scaled score (validated)	55	27	163

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 60/ 163 students did not achieve 100 on their reading scaled score and of these 30 of the 60 were PP.) 56 % of students who did not achieve an average of 100 on the maths scaled score were PP (48/163 students did not achieve 100 on their maths scaled score and of these 27/48 are PP.)
B	56 % of students who did not achieve an average of 100 on the maths scaled score were PP (48/163 students did not achieve 100 on their maths scaled score and of these 27/48 are PP.)

4. Outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	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.	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. Actions based upon DfE Literacy and numeracy catch-up strategies September 2018 *			
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	Core teachers teach sessions in primary schools before transfer. Students attend Medina College for teaching sessions before transfer. Wave staff and 7R4 staff receive training in dealing with specific student needs.	Communication between primary/secondary schools parents and outside parties lead to smoother transition and improved progress after transfer*	Lesson drop ins. Termly review of assessment data based on department tests. Review progress and adapt strategy as required to accelerate progress	HOY 7 (JTU) and AHT disadvantaged	After calendared assessments
A and B Improved Year 7 English and Maths progress	Breakthrough group (7R4) and WAVE provide small group teaching interventions.	We will offer high quality teaching in core subject skills to all these pupils to provide specific interventions through ‘quality first’ teaching.	Lesson drop ins. Termly review of assessment data based on department tests. Review progress and adapt strategy as required to accelerate progress	DAD (Wave) LGR (former primary school teacher leading for English, drama and RE lessons) £15000	After calendared assessments.
A and B Improved Year 7 English and Maths progress	Breakthrough group (7R4) provided with oracy intervention work	Provide group activities using Kagan collaborative work and Philosophy for Children in history lessons *	Lesson drop ins. Termly review of assessment data based on department tests. Review progress and adapt strategy as required to accelerate progress	KAU (history teacher)	After calendared assessments
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	Assessing attainments in reading and spelling. Measuring discrepancies between actual and expected literacy attainment. Identifying underlying problems in memory or phonological skills.	Lesson drop ins. Termly review of assessment data based on department tests. Review progress and adapt strategy as required to accelerate progress	MC Exams officer, year 7 lead and AHT leading disadvantaged strategy	After calendared assessments.

	headlines of the underlying issues to be investigated with individual 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. Flight paths printing est. cost	Aspirational targets enable all to believe in their potential and remove glass ceilings. Rigorous planning and execution of progression planning to enable all students to develop skills required for grade criteria.	Review of curriculum plans, medium term plans and assessment maps. Lesson observations to review use of above. Termly assessment reviews.	Assistant headteacher leading teaching and learning.	After calendared drop ins and observations are recorded.
A and B Improved Year 7 literacy and numeracy progress	Writing interventions based on experiences of school trips. (For example history trip to Carisbrooke castle and year group trip to UKSA) Financial support provided for access to trips £500	Experiential writing activities allow students greater comprehension of written topics*	Review of written activities in history and English after trips	KAU/JTU/LGR	After calendared assessments
A. Improved Year 7 literacy progress for students with literacy SAT scores of less than 100 in Reading	Intensive tuition intervention for identified students. Tutor based reading programme for students including library time for all students including those with <100 SAT year 7		Lesson drop ins. Termly review of assessment data based on department tests. Review progress and adapt strategy as required to accelerate progress	MC 2ic English & AHT leading disadvantaged strategy	Every term after assessments
				Total estimated	£15500

6. Review of expenditure

Previous Academic Year 2018-19

This is a review of the previous year, so the outcomes and success criteria are different to above

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for Catch up funding, if appropriate.	Lessons learned (and whether you will continue with this approach) Cost
A and B	Core teachers teach sessions in primary schools before transfer. Students attend Medina College for teaching sessions before transfer. Wave staff and 7R4 staff receive training in dealing with specific student needs.	Communication between primary/secondary schools parents and outside parties led to smoother transition and improved progress after transfer according to student feedback	Yes See previous column
A and B Improved Year 7 English and Maths progress	Breakthrough group (7R4) and WAVE provide small group teaching interventions.	high quality teaching in core subject skills to all these pupils provided specific interventions through 'quality first' teaching.	Yes The majority of students met their targets. Other students will remain in this group for year 8 to embed skills and to ensure there is no fall back
A and B Improved Year 7 English and Maths progress	Breakthrough group (7R4) provided with oracy intervention work	group activities using Kagan collaborative work and Philosophy for Children in history lessons were given	No. Evidence does not support accelerated progress.
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	Set aspirational and achievable targets for all students to enable	Yes. Students are increasingly becoming independent learners.	Yes. Independence and resilience are core skills for lifelong learning

<p>numeracy progress</p>	<p>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>Flight paths printing est. cost</p>	<p>This strategy requires embedding in other years.</p>	
<p>A and B Improved Year 7 literacy and numeracy progress</p>	<p>Writing interventions based on experiences of school trips. (For example history trip to Carisbrooke castle and year group trip to UKSA)</p> <p>Financial support provided for access to trips £500</p>	<p>Experiential writing activities allow students greater comprehension of written topics</p>	<p>Yes. This is hard to quantify from the data available, but the positive relationships and alternative curriculum learning skills developed with this key group of students mean activities like this are very important to continue</p>
<p>A. Improved Year 7 literacy progress for students with literacy SAT scores of less than 100 in Reading</p>	<p>Intensive tuition intervention for identified students. Tutor based reading programme for students including library time for all students including those with <100 SAT year 7</p>	<p>No data or reports available from previous Disadvantaged lead.</p>	<p>Yes- this worked very successfully at another Federation School.</p>