

## **Year 7 literacy and numeracy catch up funding document Carisbrooke College 2019-20**

**This fund has now been discontinued, with last payments being for the 2019 to 2020 academic year. Strategies to improve performance literacy and numeracy for our year 7 students can now be found within the 3 year disadvantaged strategy document also on our website. This document reviews the actions and impacts of this strategy for 2019/ 2020.**

## **Year 7 literacy and numeracy catch up funding document Carisbrooke College 2019-20**

**Our strategic aim: High levels of progress in literacy and numeracy for Year 7 students eligible for pupil Premium so that they catch up and attain in line with other students in their prior attainment bracket by the end of 2021.**

**Use of funding:** literacy and numeracy catch-up premium give 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. the national curriculum tests at the end of Key Stage 2 are administered in mathematics, Reading and English grammar punctuation and spelling. people awarded a scaled score of 99 or less in numeracy or literacy has not met the expected standard in the test. this document accompanies the 3-year disadvantage funding document also published on the website

**Context-** in March 2020 the Covid-19 pandemic saw the country enter a series of lockdowns, home learning replaced school based learning in and centre assessed grades replaced exam grade at GCSE and A level Like many others the Catch up funding strategy had to adapt and intently focus to meet need in response to new circumstances, and as a result readers will see a range of statements added to the document showing where actions were created, focused, postponed or stopped as applicable to student need. This review shows impact in terms of pastoral support and educational resources as well as key assessment data and it also considers what probable outcomes would have been given trajectories and additional supportive evidence.

We continue to be committed to narrowing the attainment and progress gap over the life of the plan, making adjustments in light of reviews as needed in order to maximise progress. We have looked closely at our context, what we know works well for them, recommendations from the Sutton trust, GOV.UK and focused our strategy in line with the Federations wider school improvement.

1. Summary information					
Catch up Plan	Carisbrooke College				
Academic year	2019-20	Total pupil premium budget projection:	£18900	Date of most recent PP review	Oct 2020
Total number of students	125	Number of students eligible for PP grant	33	Date of next internal review of this strategy	October 2021

Projection based on 2018-19 funding adjusted in line with % change in cohort of SAT scores lower than 100. As per guidance ([www.gov.uk/guidance/scaled-scores-at-key-stage-2](http://www.gov.uk/guidance/scaled-scores-at-key-stage-2)) this figure will be updated when it is funded.

2. Students eligible for literacy and numeracy catch up premium			
	Pupils eligible for the literacy and numeracy catch up premium	Of whom PP	All pupils
Achieving less than 100 scaled score from average point score of KS2 reading and Maths	12	7	125
Achieving less than 100 in KS2 reading scaled score average	31	15	125
Achieving less than 100 in KS2 maths scaled score ( validated)	17	13	125

### 3. Barriers to future attainment

**In school barriers-** Students gaining less than 100 individual SAT test indicates a lower ability numeracy skills and or lower language and communication skills than their peers. These students are often people premium students and might also have restricted access to after-school and weekend sessions , they may be carers, have limited/no access to quiet home spaces and little or no ICT provision.

A	50% of the students who did not achieve an average of 100 on the reading scaled score SAT results were PP. (out of the 31 out of 125 students who did not achieve 100 on their reading skills School 30 out of the 60 were PP).
. B	76% of the students who did not achieve an average of 100 on the math scale score were PP. ( 17 out of 125 students did not achieve 100 on their maths score and of these 13 out of 17 were PP).

### 4. Intended Outcomes

	Desired outcomes and how they will be measured	Success criteria
A	High levels of progress for English for Year 7 students eligible for catch up funding	students eligible for English catch up funding in Year 7 making much progress as their peers by the end of the year so that at least 25% exceed progress I'll get some 90% expected target and other students still make at least expected progress. it will be evidenced using English assessments and 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 the S7 make as much progress as their peers by the end of the year so that at least 25% exceed progress targets and 90% expected target. This will be evidenced through maths assessment autumn spring and summer

#### 4. Planned expenditure

Academic year	2019-20	How we are using catch up funding to improve year 7 classroom pedagogy, provide targeted support and support whole school strategies. actions are based upon DFE literacy and numeracy catch-up strategy September 2018 and also our own experience of what works for us students.				
Desired outcome	chosen action/ approach	what is the evidence and rationale for this choice?	how we will ensure it is implemented well	staff lead	resources required	when action/ approach will be reviewed
A and B	Accelerate classes for 10 to 12 students with SAT below 95 during maths and English lessons with subject specialist teachers to over teach core skills  Estimated cost 15000	High quality teaching in small groups to over teach Core skills will drive up results	lesson drop ins review of assessment data in English and maths.	English head of faculty maths head of Faculty assistant headteacher reading disadvantaged	Teachers timetabled	After calendared assessments
A and B	CAT Testing to identify hidden underachievers and SAT targets will be adjusted upwards where findings reflect prior attainment indicated banding changes needed.	Assessing attainment in Reading and spelling. measuring discrepancies between actual and expected literacy attainment. identifying underlying problems in memory and phonological skills	lesson drop ins review of assessment data based on department test in English and maths	exams officer  HOY 7 AHT leading Disadvantaged	CATT	End of year results
A and B	Set aspirational in achievable targets for all students to enable every student to aspire to achieve at least a	aspirational targets enable all to belief in their potential and remove glass ceilings	review of curriculum plans, medium term plans end of assessment maps to	NKR DHT	Time in CPD to develop targets and mapping	October 2020

	<p>grade 5 on exit. Implement youth of curriculum plans, medium term plans and weekly lesson plans and assessment Maps by Teachers to enable clear progression routes for all students</p> <p>Progress maps and flightpath printing estimated cost £1,200 per subject total £9600</p>	Rigorous planning and execution of progression enables all students to develop skills required to achieve grade criteria	ensure aspirational targets in place		Printing of targets and flightpaths for all subjects and all students. £1500	
A	<p>Tutor based reading program for students</p> <p>Cost estimate £1100 for new contemporary books for classes and also for printing book reports</p>	Students read frequently and more widely and discuss text to improve comprehension and oracy.	tutor time drop in student book reviews	Librarian  Lead for Disadvantaged	Book sets for classes	October 2020
A	<p>intensive literacy week for Year 7 students with a s a t score of lower than 97. to engage students and develop their confidence in literacy through active tasks over the course of one week</p> <p>estimated cost £500</p>	literacy based week of workshops using teaching strategies to develop confidence and core skills in literacy activities include live readings of Tempest at a baron beach, drama music and artist workshops and presentations to develop and improve the articulation of responses to a complex Shakespeare piece	student written assessments prior to and after the week of literacy	literacy lead and assistant headteacher leading disadvantaged strategy	Alternative activities for teachers involved requires cover  artist in residence cost	November 2020

					Total estimated £13200 and additional teaching of small classes	
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5. Review of expenditure				
focus	actions/ approach	impact	Lessons learned	Worth continuing
A and B	Accelerate classes for 10 to 12 students with S80 scores below 95 Joe maths and English lesson	In English students were progressing at a rate where if they had been able to continue their education in the March lockdown then they would have securely target indeed 7 out of 10 had already met the end of your target and en route to exceed target	Small groups with specialist intervention is successful when needs analysis is used to identify specific areas for development and these are then worked on and improved	Yes. As a result of lockdown, many of the students within in these groups require additional sessions in 8 to support their core skills development further
A and B	Cat testing was undertaken by all students and identified hidden under retainers when compared with SAT testing. child gets adjusted upwards where findings reflective prior attainment indicated banding changes were required	Hidden students were progressing at a rate where if they had been able to continue their education after the March lockdown they would have securely met their targets in their new banding.	Changing prior attainment banding effectively remove glass ceilings for students who underperform in SAT	Yes further development is required to involve parents in the process of CAT testing to enable a greater understanding of the learning preferences of their child and of the specific nature of support that can be given at home additionally this will improve homeschool relationships for all students
A and B	Aspirational in achievable	students are increasingly	Clear targets related to grades	Yes

	<p>targets were set for all students in all subjects to enable each one to achieve at least a grade 5 on exit</p> <p>curriculum Maps, medium term plans and lesson plans and assessment Maps were completed by all teachers and visible in classrooms and in students books</p>	<p>taking control of the own learning, setting their own aspirational targets. students and teachers report what students are enjoying the ownership of their education</p>	<p>enable students to see clearly how to progress</p>	<p>further review required within subjects has been discussed with faculty leaders. further printing will be required each year</p>
A	<p>Tutor based reading program for students</p>	<p>Reading ages have advance so that the average student is now reading at 14.27 months above their chronological age this is a highly successful strategy</p>	<p>Weekly reading sessions led by tutors enable students to read frequently and more widely and develop a culture of Reading within the school.</p>	<p>yes</p>
A and B	<p>Literacy week for Year 7 students with a SAT score of less than 97</p>	<p>This activity had to be postponed due to the covid pandemic.</p>		<p>Yes Historically this activity has given these key group of students confidence and also increased their performance so that they achieve in line with students who have already attained an SAT score of 100 +. Effectively closing the disadvantage to Gap</p>