**Year 7 Literacy and Numeracy Catch Up Funding**

**Rationale**

Schools will receive an additional premium for each year 7 student who has not achieved the expected level in Reading and/or Mathematics in Key Stage 2.

The funding is to be used by schools to deliver additional tuition or intensive support in small groups, giving students valuable support to bring them up to speed so that they are more likely to succeed at secondary school. It is expected that the funding is used for additional Numeracy or Literacy catch up during year 7 given that this can make a critical difference to students at this important stage.

**Desired Impact**

* A significant improvement to reading age and comprehension measured by Accelerated Reader Programme and specific topic assessments.
* A significant improvement in basic numeracy skills as measured by specific topic assessments.

**Eligibility (2018-19)**

* 50 students did not achieve national standard in English and/or Maths- within this group of students there are 16 students in receipt of Pupil Premium
* 20 students did not achieve national standard in both English and Maths- within this group there are 9 students in receipt of Pupil Premium
* 33 students did not achieve national standard in Maths- within this group there are 16 students in receipt of Pupil Premium
* 37 students did not achieve national standard in English- within this group there are 14 students in receipt of Pupil Premium

**Funding**

The figure received for year 7 catch up 2018/19 was £13,789.00

The funding has been allocated to the following provision:

* Accelerated Reader User Licences

Accelerated Reader is an intensive reading programme to improve confidence and skill in reading. The intended impact is to improve reading ages.

* LRC Manager

The LRC Manager oversees the Accelerated Reader programme and provides individual and small support for students. The LRC Manager undertakes guided reading sessions and all aspects of administration of the programme including target setting, tracking and testing. The LRC Manager works closely with other members of the English and AEN departments to provide targeted support.

* Implementation of the Hodder Reading Tests

These wide-range tests assess students’ reading comprehension at word, sentence and continuous text level. The reading speed test assesses the number of phonically regular, three- four letter words read in 60 seconds. The resource provides standardised scores and reading ages which are tracked. Progress is monitored.

* PiXL Micro- wave

This provides us with detailed analysis and personal learning checklists for every individual, identifying the specific gaps in English and Maths – this also ensures that students are not just repeating content from primary school in year 7. This is used to ensure that interventions are focused on specific areas of need.

* Maths Intervention Sessions

The focus is on basic numeracy and arithmetic and targeted for students identified from their KS2 data and baseline testing. This is delivered by a Maths specialist who focuses on improving the KSU gaps of the students. The duration of the session is one hour per week.

* Hegarty maths

Hegarty maths is a programme aimed at improving the mathematical outcomes of pupils. This is used to help close knowledge gaps for year 7 pupils. This is used within lessons once per week and set for homework.

* Additional Reading

Year 7 students have one hour per week timetabled in the Learning Resource Centre where they are able to read and make use of our Resource Centre. This hour long session is supported by their English teacher and the Learning Resource Manager. Identified students have 1:1 reading support with either their teacher or the LRC Manager.

* Additional Literacy

This takes place as part of our mentor programme where year 7 students have planned sessions with a member of the English department. The duration of this session is 30 minutes per week. Their progress is monitored by the Year 7 Progress Leader.

* Additional Numeracy

This takes place as part of our mentor programme where year 7 students have planned sessions with a member of the Maths department. The duration of this session is 30 minutes per week. Their progress is monitored by the Year 7 Progress Leader.

**Targeted Provision**

This happens within lessons through the effective use of differentiation. Our medal system allows for students below national average the chance to catch up.

**Impact of interventions**

|  |  |
| --- | --- |
| **Literacy-Reading** | **Number of students**  |
| Pupil Premium | 14 |
| Non Pupil Premium  | 23 |
| Total  | 37 |

Based on Accelerated Reader results:

74% of Non-PP students (17 students) made significant progress in increasing their reading age

26% of Non-PP students (6 students) did not make significant progress although all reading ages did increase. Interventions for those students have continued to ensure expected progress is made during KS3. The diagnostic testing (part of the Accelerated Reader Programme) has been used to identify the areas that require particular focus for those students.

76% of students (10 students) made significant progress in increasing their reading age

33% of students did not make significant progress although their reading ages all increased. Interventions for those students have continued to ensure expected progress is made. The diagnostic testing (part of the Accelerated Reader Programme) has been used to identify the areas that require particular focus.

|  |  |
| --- | --- |
| **Numeracy**  | **Number of students**  |
| Pupil Premium | 12 |
| Non Pupil Premium  | 21 |
| Total  | 33 |

Based on term 6 end of year assessment that focused on GCSE skills:

14% of non PP students (3 students) exceeded their target grade

76% of non PP students (16 students) are now In line with their GCSE target grade

9% of non PP students (2 students) are still below their target grade but continue to have maths intervention year to ensure that expected progress is made.

**Academic Year 2019-2020**

**Eligibility (2019-20)**

* 45 students did not achieve national standard in Maths including 5 students in receipt of Pupil Premium.
* 44 students did not achieve national standard in Reading including 6 students in receipt of Pupil Premium.
* 37 students did not achieve national standard in Spelling, Punctuation and Grammar including 6 students in receipt of Pupil Premium.
* 27 students did not achieve national standard in Maths and both English categories (Reading/Spelling, Punctuation and Grammar) including 5 students in receipt of Pupil Premium.

**Funding**

The figure received for Year 7 Catch up 2019/20 was £13,500.00.

Planned interventions (2019-20) -including the strategies used in the previous academic year

* Year 7 Foundation Learning Programme

This is a small class setting for identified students who did not meet national standard in Maths and English. They will follow a separate mentor programme that allows for more Maths and English interventions. They will have differentiated lessons in order to close KS2 gaps to ensure that they are given the opportunity to catch up with their peers and raise attainment.

* Reading Programme – Community Link

A number of year 7 students are involved in a reading initiative with the Royal British Legion. Students attend sessions where they read to the residents of the RBL to develop their confidence and skill in reading.

* Spelling Programme

All year 7 students who did not meet national average in Spelling Punctuation and Grammar will participate in a spelling programme. Students are given weekly spellings to learn and this is tracked by the LRC manager. Students who continue to struggle will be identified and enrolled onto a Literacy Intervention Session.