

Year 7 Literacy and Numeracy Catch-Up Premium

The literacy and numeracy catch-up premium gives schools additional funding to support Year 7 students who did not achieve at the expected standard (100 scaled score) in reading or maths at the end of Key Stage 2 (KS2). The catch up funding is designed to ensure that students who have not achieved their potential at KS2 are not disadvantaged by this and are provided with the opportunity to ensure they have the same equality of opportunity as their peers by the time they leave compulsory education. The wider aims of the catch up funding include:-

- To increase social mobility
- To enable students from disadvantaged backgrounds to get to the top universities
- To ensure that students from all backgrounds have an equal opportunity to be successful
- To reduce the attainment gap between the highest and lowest achieving pupils nationally

Funding is based on 2016/17. It will be adjusted to reflect the percentage change of new cohort based on census data 2017.

Overview of the school and funding 2017-18

Total number of pupils on roll	803
Total number of year 7 students on roll	174
Total number of students eligible for literacy and numeracy catch-up funding*	62
Amount of funding received per pupil	£170
Total amount of funding received	£9667

Overview of the school and funding for 2016/17

Total number of pupils on roll	802
Total number of year 7 students on roll	174
Total number of students eligible for literacy and numeracy catch-up funding*	57
Amount of funding received per student	£170
Total Amount of Funding received	£9,667

Overview of the school and funding 2015-16

Total number of pupils on roll	793
Total number of year 7 students on roll	162
Total number of students eligible for literacy and numeracy catch-up funding*	18
Amount of funding received per pupil	£500
Total amount of funding received	£9000

How we use our Literacy and numeracy catch up premium:

At John Spence we assess the individual needs of each of the students who attract the Year 7 catch-up premium to decide the best way to use the funding. We select programs and approaches that we know are effective at raising attainment and encouraging progress.

Planned spend for 2017/18:

- Pupils now receive one hour per fortnight extra in small classes with 1 teacher and 1 SSA to consolidate KS2 Maths and Literacy Skills. This group is led by LBR (English Teacher), MNI (Maths Teacher) APU (SENDCO) 4 SSA's
- Pupils also receive literacy or numeracy withdrawal lessons in very small groups e.g. 1:2 or 1:4
- Pupils are removed for basic skills lessons to SSC for small group tuition
- Teaching staff have differentiated work further to ensure pupils with low literacy and numeracy can access the lessons. For example use of shapes in Geography and Colours in English
- Research of the use of commercial resources to support Maths teaching to low ability with guidance from local authority

Effective teaching and learning - Staff professional development sessions will focus on how to work with students who arrive in school with lower than average grades or whose reading age is below 8 years. The Educational Psychologist and the Dyslexia Referral Team will deliver the training. Quality first teaching has the strongest impact on student achievement and we believe this is critical to supporting student progress.

Curriculum review – We undertake a comprehensive curriculum review on an annual basis to ensure our students are supported in making progress to achieve their potential. This has led to a variety of decisions such as adopting assessment without levels to support a skills based curriculum and thus ensure that students are all taught the basic skills required for success regardless of their starting points.

Evaluation of the 2016 – 17 Year 7 Literacy and Numeracy Catch-Up Premium

Focus areas and desired outcomes	Barriers to Learning	Success Criteria	Chosen Strategies	Evaluation of impact
To raise the attainment in English of pupils who were below expected standards on entry	Low literacy levels Low comprehension Low reading fluency Low spelling ability	Improvement in attainment in English from September to Summer 17	Literacy withdrawal sessions during French lessons Working in small groups in SSCs Morning skills session targeted students are invited to do small group literacy and reading Support in English lessons	79% of students increased by 1 sublevel 52% of students increased by 2 sublevels 31% of students increased by 3 sublevels 15% of students increased by 4 sublevels 6% of students increased by 5 sublevels
To raise attainment in Maths of pupils who were below expected standards on entry	Poor mental maths Low reading ages prevent access to questions	Students will improve achievement levels in Maths, aiming for expected grades by the end of the year	Maths morning skills Maths support in lessons	Maths data does not show our strategies were very effective. This year we are going to increase maths withdrawal sessions on the timetable and appoint a HLTA for Maths.

Evaluation of the 2015 – 16 Year 7 Literacy and Numeracy Catch-Up Premium

Focus areas and desired outcomes	Barriers to Learning	Success Criteria	Chosen Strategies	Evaluation of impact	Effectiveness of strategies.
<p>To raise the reading ages of students so that they can access the whole curriculum more successfully.</p>	<p>Lack of comprehension even when reading reasonably fluently. Lack of organisation with regards to reading. Lack of interest in reading.</p>	<p>Students reading ages will improve, so that they are nearer to their chronological ages. Students will enjoy reading for pleasure</p>	<p>The school invested in two software packages to both diagnose and improve issues with comprehension. Small group intervention ran for the selected pupils. Increased timetabled lessons in English focusing on skills.</p>	<p>75% of students increased their reading age by just over one full year per student, which is significant bearing in mind their low starting points. Some will require further support. In a student voice survey at the end of the year, most students participating in the programme felt they were more confident readers.</p>	<p>The strategies have been successful for the majority of pupils and will be continued and improved next year,</p>
<p>To improve confidence in and enjoyment of maths, thus raising achievement levels.</p>	<p>Lack of confidence in Maths. Weak literacy skills preventing full access to the Maths curriculum</p>	<p>Students will improve achievement levels in Maths, aiming for expected grades by the end of the year</p>	<p>Quality first teaching within the Maths department. Small group work undertaken by specialist Maths TAs. Small group for lowest ability pupils. 1:1 sessions for the weakest students.</p>	<p>72% improved their grades in Maths to expected levels by the end of year 7. Some require further support.</p>	<p>There will be continued intervention to support students not yet reaching expected standards as they move into Year 8</p>