

## Year 7 Literacy and Numeracy Catch Up Funding Statement 2019-2020

### Funding Overview and Aims

The literacy and numeracy catch-up premium provides schools with additional funding to support Year 7 pupils who did not achieve the 'expected standard' in reading or mathematics at the end of KS2 (Year 6). Since 2016, scaled scores have been used to report the results of these end of key stage tests, with a scaled score of 100 always representing the expected standard on the test. School receives additional funding for each pupil in Year 7 who achieved less than 100 and therefore did not meet this standard. The funding must be used to implement strategies and approaches that support these pupils to make additional progress so that they are able to catch up with their peers.

This statement focuses on the specific use of the £18,886 received from the catch-up premium from April 2019 to March 2020.

### Identification of Pupils and their Catch-Up Needs

Year 7 pupils were initially identified using their Key Stage 2 scaled scores. Exact literacy and numeracy needs were then identified using a diagnostic approach, including:

- CAT Scores
- Standardized reading age tests (Accelerated Reader and STAR Early Literacy)
- Year 6 teacher feedback and primary school attendance data
- Initial maths and English teacher assessment
- School SENDco assessments

### Strategies and Approaches

Pupils were identified as requiring support on their basic literacy and numeracy skills, with a large percentage of pupils having poor attendance during Key Stage 1, a crucial time for phonics teaching and development, as well as basic numeracy skills such as number formation and sequencing.

These issues had previously been identified in the 2018 cohort of Year 7 pupils, so a KS3 primary trained specialist had been appointed in October 2018. The vast majority of this year's funding, therefore, was used for targeted small group interventions on a weekly basis, which were monitored, tracked and reviewed by leads from both the English and Maths faculties.

As per the EEF's 'Improving Literacy in Secondary Schools' report, these small-group interventions were carefully timetabled to ensure consistent delivery; delivered by a specialist teacher; made links between classroom learning and intervention sessions; carefully monitored to ensure effectiveness.

In addition to our primary trained specialist, the school also used small amounts of funding for resources to support the assessment of pupil progress, including Bedrock vocabulary software and STAR Early Literacy licenses (used as a diagnostic tool to pinpoint exact literacy needs in lower ability learners).

Finally, funding was used this year to trial the use of customised exercise books in English, allowing pupils to access literacy information during lessons. Exercise books were designed according to the needs of the faculty, including information on prefixes and suffixes and key tier-2 and tier-3 vocabulary lists, with the aim of improving pupils' independence, both in school and at home.

### Other Strategies and Approaches

In addition to the specific funded approaches outlined above, the school also invests heavily each year on a much wider range of strategies to support all pupils with their literacy and numeracy needs that pupils identified for the catch-up premium would also receive and benefit from. These include:

- Accelerated Reader and weekly timetabled library lessons, tracked by the school librarian
- Times Tables Rock Stars (a carefully sequenced programme of daily times table practice)
- Use of reading age scores on SIMS marksheets to support classroom teachers
- Dedicated sets of Chromebooks for use in Maths and English faculties
- A timetable of reading and literacy celebration events and extra-curricular competitions and clubs
- IDL (dyslexia support) Programme

### Outcomes

Ordinarily, progress against targets would be assessed at the end of the academic year, however school closure due to Covid has meant that we have used interim data from January 2020 for this year. As these interventions have continued into the 2020/21 academic year, long term impact will continue to be monitored and outcomes updated based on pupils progress and teacher assessment at the end of the 2020/21 academic year, including a report on the trial of customised exercise books.

**Based on reading age data from January 2020, identified pupils had made, on average, an improvement of 2 years and 6 months in their reading ages.**

### Moving into the 2020/21 Academic Year

As the government have announced, the literacy and numeracy catch-up premium will be superseded by the new catch-up premium available to children and young people to catch up lost time after school closures due to the Covid-19 pandemic. The work outlined above will therefore continue into the 2020/21 academic year as part of this broader remit.