

Year 7 Literacy and Numeracy Catch Up Report

The literacy and numeracy catch-up premium gives state funded schools, including special schools and alternative provision settings, 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)

We must publish information covering:

- Our funding allocation for the current academic year 2020-21
- Details of how we intend to spend our allocation
- Details of how we spent our previous year's allocation
- How last year's allocation made a difference to the attainment of pupils who benefit from the funding

The funding for 2020-21 is yet to be confirmed by the DFE 16/3/20. Assuming a similar level of funding the school will use this funding for:

Plan for expenditure 2020-21

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Extended patterns of transition visits before September 2021	To enable vulnerable students to have an effective transition and to provide an early identification of literacy / numeracy needs and identify any other potential barriers to learning	Specific students, often with a Special Educational Need or who are in receipt of Pupil Premium require additional support with literacy / numeracy. Many of these students have also been highlighted by primary school as having attendance difficulties. The aim is reduce any potential barriers to learning prior to the student starting school	Effective transition, progress and attendance of specific students	J. Wraige T. Wilson D. Green S. Speed
Nurture group HLTA	To raise the attainment of a small group of students who are working below age related expectations	To provide catch up literacy and numeracy support to a group of students who have not met ARE. This will provide a concentrated, yet varied catch up in key skills in literacy and numeracy to enable them to return to their mainstream lessons with increased confidence and academic ability.	Provision of a comprehensive scheme of work in literacy and numeracy that is in line with year 6 expectations yet develops into the themes delivered within year 7 curriculum. A broad and balanced curriculum will be delivered through a varied content and a thematic approach	T. Gildea
Part funding specialist HLTA lead for literacy intervention	Provide literacy intervention sessions for any student scoring under 90 on their KS2 English / GPVS scaled score	<p>A standardised score between 85-94 is low average and therefore requires intervention</p> <p>A student who scores below 84 is below average and under 70 is well below average. These students will be provided more intense intervention on an individual basis</p> <p>We raised this level to 90 to ensure that any student who may be on the cusp of average are provided with catch up literacy support. This may also be beneficial for students whose literacy levels have dipped following the 6 week summer break and require a top of intervention programme.</p>	Students will make progress in their reading, comprehension and spelling as shown on the literacy spreadsheet Regular feedback of pupil progress shared with staff and parents Specific literacy strategies shared with staff via passports and briefing	A. O'Donnell

		Students are withdrawn from humanities (Geography or History) to complete the intervention programme. Due to the nature of these lessons being 'topic' based, students can easily return to these subjects when they have reached standardised scores above 90		
Purchase of Literacy screening tool for all year 7's using 'Access Reading Test'	Further screening to ensure that KS2 scores are validated and to identify comparative standardised scores for Welsh students. Catch up is provided to students who have a standardised score of under 90	<p>A standardised score between 85-94 is low average and therefore requires intervention</p> <p>A student who scores below 84 is below average and under 70 is well below average.</p> <p>These students will be provided more intense intervention on an individual basis particularly useful for Welsh students and to provide a supplementary assessment that works alongside the KS2 data</p> <p>To promote the continuation of literacy intervention beyond school hours.</p> <p>To promote parental support with literacy intervention</p> <p>Students requiring support can access supplementary intervention at home or during additional study support sessions</p>	<p>List of all students receiving literacy intervention and appropriate strategies shared to staff via briefing and student passports to ensure a consistent approach to raising literacy standards across the school</p> <p>Staff will highlight students who receive literacy support on their seating plans to enable appropriate support to be provided within planning and lessons</p>	<p>J. Wraige</p> <p>A. O'Donnell</p> <p>T. Gildea</p>
Purchase Lexia online learning programmes	To provide a literacy package that can support students in school and at home. The programme tracks pupil progress and enables students to become proficient readers, confident learners and GCSE-ready.	To support students with their reading, comprehension and spelling development in school and at home to enable them to become successful learners across all subject areas	<p>Pupil tracking shown on Lexia</p> <p>Update reports provided to staff and parents on a termly basis</p> <p>Identified pupils returning to lesson to making good progress across the curriculum</p> <p>Communicate reading scores, progress and strategies with staff to ensure that support is complemented within the classroom environment</p>	<p>J. Wraige</p> <p>A. O'Donnell</p>

Purchase of IDL	To provide intensive spelling support that can be accessed in school and at home	To support students with their reading, comprehension and spelling development in school and at home To develop working memory	Progress reports shown on IDL Spelling assessment and spreadsheet tracking	J. Wraige A. O'Donnell
Daily spelling groups 2 x 20 minutes per week	To provide spelling support in school at form time	Friday form time used. This is usually a catch up the week's news, which is supplemented by Miss O'Donnell where possible Any important information is relayed to students who attend the group by a TA	Improvement in spelling age for students who attend the intervention group	J. Wraige A. O'Donnell
Reading club twice a week at lunchtime run by the librarian	To develop literacy skills and the enjoyment of literature	To enable all students who experience the joy of reading, in particular those who rarely experience adult-led reading at home	Attendance at club Library use by key students	G. Armitage
Purchase of Dyscalculia screening tool	To enable specific student to have an in-depth analysis of their numeracy difficulties and to identify appropriate support strategies	A small number of students are identified as being dyscalculic by staff or parents / carers. This screening tool allows for the relevant support strategies to be put in place in school	Results of screener Results and strategies shared with teaching staff and parents	J. Wraige K. Kerr A. O'Donnell T. Gildea
Numeracy catch up sessions led by 2 x Teaching Assistants before and after school	To provide support to specific students who are referred to by the maths department, requiring support in their year 7 numeracy key skills	A small number of students require basic skills acquisition e.g. telling the time, number bonds, basic times tables This intervention is provided before and after school to reduce the impact on lessons	Progress shown in basic numeracy skills at the end of year 7	A O'Donnell S. Patino T. Gildea
Purchase of Access maths test	Maths screening to validate KS2 scores and to identify comparative standardised scores for Welsh students.	Catch up is offered to students who have a standardised score of under 95	Progress shown in standardised scores	J. Wraige K. Kerr A. Aubrey

Review of expenditure 2019-20				
Previous Academic Year		2019/2020 £9,570 received for the year 7 catch up premium		
Action	Intended outcome	Impact: did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Expenditure
Extended patterns of transition visits before the start of Year 7	To enable vulnerable students to have an effective transition and to provide an early identification of literacy / numeracy needs and identify any other potential barriers to learning	A pupil database was created and shared with relevant staff to enable pupils to receive the appropriate level of support in school. This was also shared with teaching staff via pupil passports	Family Liaison officer plus AHT visits, in addition to those completed by YLL and SENCO. This needs to be streamlined in future to avoid replication of primary input and to ensure all relevant information is obtained. There were some exam access and specific SEND needs missing for a number of students	
Purchase of 'Access Reading Test' and CATs	Screening to identify comparative standardised scores for Welsh students. Catch up is provided to students who have a standardised score of under 95	27 students were identified as requiring literacy support in year 7 2019, with standardised scores under 95.	Screening needs to be completed as early as possible in September, with results being shared with teaching staff and parents / carers. CATs not to be used in future years as the ART is an effective assessment tool alone	ART Licence: £152 plus VAT CAT licence: £244.80 plus VAT
Part funding specialist HLTA lead for literacy intervention	Provide literacy intervention sessions for any student scoring under 90 on their KS2 English / GPVS scaled score	52% (14 / 27) students made sufficient progress and to return to lessons at the end of year 7. There are 13 students ongoing through year 8, who will continue to be assessed on a termly basis.	All students made progress, therefore the intervention was effective. A number of students within the literacy group benefitted from a nurturing environment to share anxieties, which supported their social and emotional wellbeing in addition to the literacy support.	Salary costs: £6,318 3 groups, three times per week
Purchase Lexia online learning programmes	To provide a literacy package that can support students in school and at home. The programme tracks	84 students across the school accessed Lexia online programme, 27 of which were in year 7. Year 7 progress outlined above.	Lexia is well used in school and by students during literacy sessions and study support sessions. It is also accessed at home by a number of students to supplement their learning in school. The package	£2,700 for a two year licence

	pupil progress and enables students to become proficient readers, confident learners and GCSE-ready.		was also used during lockdown by approx. 50% of students.	
Spelling intervention group and IDL licence	To provide support for students whose standardised scores were under 90	18 students had intense spelling support in year 7 38% of those students now have reached standardised scores of over 90 and therefore no longer require the intervention. These students have developed the skills required to make independent progress in spelling across the curriculum	IDL licence to continue for 2020-21 Letters will now be sent home to include log in details for IDL and termly progress reports. A number of students accessed IDL during lockdown and made significant progress. This will be continued in 2019-20	£199 annual renewal fee Salary costs: £1489
Reading club twice week at lunchtimes	To develop literacy skills and the enjoyment of literature	On average 20 students per week attended reading club in year 7	Reading club will continue in 2020-21 if covid restrictions lift	Salary costs: £441
Purchase of dyscalculia screening tool	To enable specific student to have an in-depth analysis of their numeracy difficulties and to identify appropriate support strategies	3 students referred and screened Information shared with parents and teaching staff	Early identification required for year 7 students to enable support to be provided as soon as possible in school, utilising maths specialist Teaching Assistants provide early support systems	£75
Maths intervention sessions led by 2 Teaching Assistants before and after school 30 minutes over 3 days	To provide support to specific students who are referred to by the maths department, requiring support in their year 7 numeracy key skills	9 students attended from year 7, who has significant difficulties accessing the year 7 Curriculum. All student made progress in basic skills such as number bonds and times tables, but require continued support through year 8 to reinforce these skills	Maths support to continue in 2020-21 if covid restrictions lift. Maths support will be provided within the school day, through a nurture group	£1568

Family liaison officer	To identify and support vulnerable students and their families during transition and throughout year 7	Effective home-school links were established as part of the transition process. Support was continued for vulnerable families throughout the first term of year 7.	Effective partnership ensured a seamless transition for a number of families. This role has now been transferred to J. Brumby within her new role in school.	£8,500
Communication group focussing on key skills in literacy set up by Teaching Assistant	To develop social communication strategies and language development strategies for students requiring support in these areas	The communication group was attended by a number of students across different year groups, and including three year 7 students who benefitted from having the nurturing support from older students in school.	This will continue when covid restrictions are lifted in school to target students across different year group bubbles	£784
Handwriting club once every 2 weeks run by 2 x Teaching Assistant	To develop fine motor skills	The handwriting group was attended by 2 year 7 students initially, although both students later moved to practicing handwriting at home	Home packs to be introduced to students on a level of need basis. If there are large enough groups in future, this group can be re-introduced.	£784 Total: £23,252