



Yr 7 Literacy & Numeracy Catch Up Premium Spending Plan 2018-20

This document provides the Governing Body with information about how we will spend the Yr 7 catch-up premium in 2018-20. The monitoring and evaluation of the data analysed in this report leads to suggested priorities and actions by the senior leaders accountable for this area of school practice. Governors are invited to discuss the data and suggested actions at the Governors' meeting.

This Spending Plan links to the CHS South School Development Plan 2019-20:

- **School Development Priority 1.1:** An broad & ambitious curriculum is planned & sequenced to enable all learners, particularly the most disadvantaged, to accumulate & retain the knowledge and skills necessary to succeed
- **School Development Priority 1.2:** Teachers deliver with clarity & good knowledge of the subjects they teach and create a purposeful & engaging learning environment which meets their students' needs. They check understanding systematically, identify misconceptions and address them with clear feedback; this insight informs future teaching
- **School Development Priority 1.3:** Teaching is designed to help learners to accumulate, retain and integrate knowledge
- **School Development Priority 1.4:** Teachers & leaders create a culture which develops learners as fluent & engaged readers, writers & communicators
- **School Development Priority 1.5:** Assessment is used by teachers, learners & leaders to check understanding and inform teaching & learning
- **School Development Priority 1.6:** As a result of the successful implementation of a broad & ambitious curriculum learners achieve well as reflected in their outcomes from tests
- **School Development Priority 4.1:** Leaders create and clearly communicate a culture for all to excel through regular monitoring, evaluation & strategic planning

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1. Executive Summary

CHS South is committed to ensuring that all young people are supported to achieve their potential academically and to develop the skills and attributes necessary to succeed within Higher Education and future employment. As a truly comprehensive school our community is made up of students from diverse socio-economic and cultural backgrounds and we believe in aspiration for all.

2. Catch Up Strategy 2018-20

The literacy and numeracy catch-up premium gives schools additional funding to support Year 7 pupils who did not achieve at the expected level in Reading and/or Maths at the end of Key Stage 2. At CHS South we use the funding to:

- Deliver a core curriculum entitlement for all students who did not achieve at the expected level in Reading and/or Maths at the end of Key Stage 2
- Identify & implement targeted and impactful interventions
- Build enjoyment for reading

3. Catch Up Funding received 2018-20

Number of pupils and Yr 7 Catch Up Funding received	Total number of Yr 7 pupils on roll for October Census	Total number of Catch Up students	Percentage of students who are Catch Up	Amount of Catch Up funding received per student	Total amount of Catch Up received
2018-19	176	43	24%	£368.62	£15,851
2019-20	133	24	18%	£522.87	£12,549

4. Core entitlement for all Year 7 Catch Up students at CHS South

Intervention through English Lessons: The English curriculum places a high priority on delivering reading, writing and communication skills through a daily English lesson. English teachers utilise a number of schemes and interventions depending on the need of the students including Accelerated Reader provision and a discrete Oracy curriculum.

Intervention through Maths Lessons: The Maths team remodelled the Year 7 curriculum specifically to target the needs of Year 7 Catch Up students. During the Autumn Term students eligible for catch-up funding received a transition curriculum with a reduced class size, with a specialist class Teacher and Teaching Assistant. The curriculum has been designed through the Manchester Teaching School Alliance (MTSA) in conjunction with the North West Maths Hubs, by teachers from Key Stage 2 and Key Stage 3.

Additional Literacy interventions: Additional staffing to support a range of English and literacy interventions, such as small group support and one to one support & parental information events. In particular, two intervention programmes have been designed in partnership with MTSA and are delivered by a specialist language and literacy intervention team.

- **GROW@KS3** – An intervention programme based on the GROW@KS2 literacy intervention programme which was developed by the International Literacy Centre, Institute of Education, UCL, London. This small group programme is for students who are identified as ‘working towards expected reading standard’ as indicated by their Key Stage 2 results. It focuses on ‘growth’ in reading, oracy and writing, and is taught in a six-week cycle of thirty minutes a day, three times a week. The programme is linked to the Primary curriculum to ensure progression between Key Stages 2 and 3. It includes cross-curricular reading of

non-fiction texts which can be barrier at the start of High School; this includes the pre-teaching of vocabulary and concepts. Reading skills are made explicit and demonstrate to them the skills of a good reader. Writing is linked to the reading texts e.g. writing as an historical figure to explore past tense and summarise changes in Roman Britain. To measure impact results from online STAR reading test (sat in Accelerated Reader lessons) and online GL reading test (tested as part of a student's school reading age) are compared to identify strengths and development skills.

- **INFERENCE** - For this intervention the specialist team work with students whose decoding skills have been developed, however who are identified as having lower comprehension skills. The group receive two forty minute sessions per week, following a structured approach that explores gist, meaning and how to infer implicit information. This structure is applied to a range of cross curricular fiction and non-fiction to embed the process. Texts are carefully selected by teachers who have recognised the challenging parts of them.

Additional Numeracy interventions: Additional staffing to support a range of Maths and numeracy interventions, small group support and one to one support & parental information events

Access & Achievement interventions:

- Speech and Language therapy
- Educational Psychologist
- SPLD support
- KS2-3 Transition support

EAL Interventions

- New Arrivals programme

Enrichment: To foster a love of reading a number of enrichment strategies are used across the school:

- Additional Teaching Assistant time to develop one to one intervention to support and encourage students with reading
- Author/Poet visits
- Library visits
- World Book Day
- Drop Everything & Read
- Collaboration with Read Manchester
- Literacy enrichment days
- Reading opportunities across the curriculum
- Primary Reading Buddies

5. Impact:

	Costs	Success Criteria	Outcomes
<p>2018-19</p>	<ul style="list-style-type: none"> ● Intervention staffing ● TA staffing ● Intervention CPD ● Whole School RWCM CPD ● Reading & Spelling test software ● Leadership contribution ● Enrichment ● Total: £27,914.90 	<ul style="list-style-type: none"> ● Improved standard age scores across the year in GL Assessments for reading, spelling, English & Maths ● Improved performance across the year in English & Maths Progress Tests ● Positive QA findings for RWCM in lessons ● Student participation in whole school reading events 	<ul style="list-style-type: none"> ● All 'Catch-Up' students are provided access to intervention to support their acquisition of literacy and/or numeracy skills. ● Students entering the school with below the expected standard in Reading improve their standard age score in their external GL Spelling tests across the year. ● Students entering the school with below the expected standard in Reading improve their standard age score in their external GL Reading tests by September 2019 from it's highest average in 18-19. ● Students entering the school with below the expected standard in Maths improve their standard age score across the year in their external GL Maths assessments. ● Students entering the school below the expected standard in reading and/or Maths for KS2 end the year with good+ average effort grades in English & Maths. ● The percentage of students who achieved expected+ in their internal Progress Tests who entered the school below the expected standard in Reading improved across the year by 30.5%. ● The percentage of students who achieved expected+ in their internal Progress Tests who entered the school below the expected standard in Maths improved across the year by 5.4%. ● Strong delivery of whole school foci on reading and vocabulary evidenced in lesson observations & learning walks. ● All students access a range of RWC events across the year including Drop Everything & Read, 'Wonder' creative writing sessions at Z-Arts, World Book Day celebrations & Form Time Reading activities. A

			number of students also access targeted enrichment opportunities such as PP focussed Library visits, visits to Central Library for all boys, Poet/Author visits, and Reading Budy visits to local Primary Schools.
2019-20	<ul style="list-style-type: none"> ● Intervention staffing ● TA staffing ● Intervention CPD ● Whole School RWCM CPD ● Reading & Spelling test software ● Leadership contribution ● Enrichment <p>Total: £33,231.96</p>	<ul style="list-style-type: none"> ● Improved standard age scores across the year in GL Assessments for reading, spelling, English & Maths ● Improved performance across the year in English & Maths Progress Tests ● Positive QA findings for RWCM in lessons ● Student participation in whole school reading events 	To be reviewed Summer 2020