

The literacy and numeracy premium helps schools provide additional support in literacy and numeracy to pupils.

### **Which students benefit from the Catch-Up funding?**

The funding is provided for all pupils who did not achieve at least a scaled score of 100 in reading and/or mathematics at the end of key stage 2 or pupils who have a reading age that is two years below their chronological reading age (<9.6 years).

### **How much additional funding is this school entitled to?**

We received £5853 for the 2017-18 academic year.

### **How will this school use this funding?**

Catch-up interventions include:

- Individual tuition in addition to classroom teaching;
- Intensive small-group tuition;
- Purchasing external services and materials to add to those provided by the school;
- Resources to support teaching and learning;
- All students in Year 7 receive one hour of guided reading support in the reading room each fortnight;
- SEND screening and follow-up support;
- Additional staffing to support interventions.

Our Leadership team will regularly monitor, evaluate and review these strategies. We will then report back to the governing body on the progress and impact of the Catch-up funding.

### **Spending and Impact 2017/18**

32 Year 7 pupils began with a scaled SATS score which was below 100 for Reading.

27 Year 7 pupils began with a scaled score which was below 100 for Mathematics.

There is a continued programme of support and intervention for those pupils who were working 2 years below their chronological age, at the end of Year 7.

To support our pupils and narrow the attainment gap, we used a number of different strategies financed by the Catch-up fund:

- The IXL Numeracy Programme and parental support evening;
- A dedicated mathematics and English teaching assistant was assigned to support students individually or within small groups;

- GL-Assessment Guided reading test and spelling test and retest to monitor reading ages and progress of reading interventions.
- Renewal of Lexia reading programme to provide appropriate intervention;
- Books to support pupils with lower reading ages;
- Targeted Mathematics support from Year 10 Mentors;
- Small group intervention with a teacher during registration, where appropriate;

## **Impact**

**Reading:** Of the 10 students with reading ages below 9.6 on entry, all have now exceed this threshold and this has been externally validated. All the 32 Year 7 pupils who began with a scaled SATS score which was below 100 for Reading have a significantly improved reading age. One pupil has improved, but continues to receive both internal and external 1-2-1 support as the improvement is still not secure.

**Mathematics:** Of the 27 Year 7 pupils who began with a scaled score which was below 100 for Mathematics 26 have reached the foundation GCSE standard. All the students continue to receive support through the IXL programme and one student who is not at standard continues to receive additional 1-2-1 tuition.

## **Rationale**

Education Endowment Foundation – findings from research conducted suggests the most effective strategies schools can use are:

- Small group intervention with a focus on grammar, phonics and comprehension
- One to one tuition
- Whole school strategies for numeracy and literacy
- Increase the amount and range of material students are reading – use of library and associated materials to boost reading across the school

## **2018/2019 provisional numbers**

- 23 Year 7 pupils began with a scaled SATS score which was below 100 for Reading.
- 29 Year 7 pupils began with a scaled score which was below 100 for Mathematics.
- There is a programme of support and intervention for those pupils who were working 2 years below their chronological age.
- Estimated funding for this academic year is £5586