**Year 7 Literacy and Numeracy Catchup Premium**

**In March 2016 £11000 was received as Year 7 Catchup funding.**

This money was spent on providing small group and individual interventions along with paired reading opportunities.  The money contributed towards staffing costs, software licences and resources. 52 students arrived in September 2016 having not achieved the national standard in Maths, 57 students arrived having not achieved the national standard in reading.

Impact measures include improved reading ages, spelling ages and results of the standardised GL Assessment progress tests. For example, 14 further students in Maths and 8 further students in English were in line with national averages using the GL Assessment tests at the end of Year 7 whereas they were well below the national standard when they entered Year 7. Significant numbers of students had made progress towards national standards in their reading.

**The expenditure on these strategies exceeds the Catchup funding available.**

In March 2017 Walton-le-Dale received £10253 in Year 7 Catchup funding.

This money is spent on providing small group interventions – identified students work weekly with specialist staff on tailor-made programmes which challenge their ability to decode etc. Students are selected from initial screening and primary data on entry. They are grouped according to ability (maximum 4 in a group)

Successful strategies include 1:1 literacy intervention (identified by staff for those students who need more specific support). Paired reading has also proved very successful and we are introducing an extension to this programme in September where we plan to run 10 minute sessions for parents at Year 7 parents’ evenings in order that they can effectively support their children at home using the same strategies that we adopt in school. The IDL (Independent Dyslexia Learning) strategy has been adopted and acknowledged by the British Dyslexia Association in our recent Dyslexia Friendly assessment. Identified students use this programme weekly in school and have access at home. 15 minute daily reading has been very successful particularly with a CLA student who came to the school as a non-reader. This strategy is currently used with 3 students on a 1:1 basis during form time. GL Assessments have been introduced this year to identify specific gaps in literacy and numeracy and this is being used by the departments concerned. It helps us to identify need in addition to the raw KS2 data.

Reading in form was not entirely successful and has been reviewed and refined. All books used in this strategy are going to be available to parents to use at home. This is part the wider literacy strategy and “We are Reading” initiative.

**The expenditure on these strategies exceeds the Catchup funding available.**