



Y7 LITERACY & NUMERACY CATCH-UP PREMIUM REPORT

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1. What is the Y7 Catch-Up Premium?

The literacy and numeracy catch-up premium gives schools 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 (primary school).

*For students who joined Dorothy Stringer in Y7 in 2015, the expected standard at the end of primary school was a Level 4. For students who joined Dorothy Stringer in Y7 in 2016, the expected standard at the end of primary school is a scaled score of 100 .

	2015-16	2016-17
Y7 Literacy & Numeracy Catch-Up Premium awarded	£21,000	£20,561

The Y7 catch-up premium is awarded in March each year. Data displayed in this table before the end of the financial year is provisional.

Figures in this table are updated in January of each year. Data displayed in this table between September-December of each academic year is provisional.

2. Catch-up Funding 2015-16

	Focus
1	Additional staffing in English and Maths to allow extra teaching groups and smaller class sizes for low prior attaining students; additional teaching support in these classes where appropriate
2	P6 small group booster classes in Maths and English
3	Purchase of concrete resources in Maths. INSET in Maths on the use of concrete resources.
4	Purchase of books (e.g. graphic novels) for weak/reliant readers for library and DEAR. Resourcing of literacy time to improve promotion of reading for pleasure and literacy across the curriculum .
5	Specialist literacy teacher to carry out screening assessments and lead on intervention and monitoring;
6	6 – 8 Week Reading Fluency and Inference intervention programmes delivered by TAs to small groups. These aim to: <ul style="list-style-type: none"> • improve reading fluency • activate prior knowledge and use cues to predict • identify key words and elaborate to enhance meaning and vocabulary

	<ul style="list-style-type: none"> • generate questions and answer them • infer and integrate meaning to build a 'flavour' or 'gist' of the meaning of the text • summarise short text extracts using visualisation strategies and retell an extract to emphasise comprehension
7	Bespoke parallel English curriculum for 3 students with EHCP plans and working at 3C or lower.
8	Study sessions to support reluctant readers given by Libraries and Young People's Study Support Manager
9	INSET to all staff by specialist literacy teacher on classroom strategies for students with specific literacy weaknesses

3. Outcomes 2015-16

English	<p>21 students arrived in Year 7 with an average English level of 3A or below</p> <ul style="list-style-type: none"> • 86% of these students achieved expected levels of progress during Year 7 (2014-15: 95%) • 67% exceeded expected progress(2014-15: 68%) • 62% attained a minimum level of 4C by the end of Year 7 (2014-15: 53%) • Average progress was 3.7 sublevels • Average standardised reading score improved by 14 points. <p>Reading screening showed 32 students with below age expected reading scores (<85). Following literacy interventions:</p> <ul style="list-style-type: none"> • 67% of these are now at least within age-expected range (>85) • Students with standardised reading scores of below 70 all achieved a recognised standardised score after intervention. Many will continue to receive ongoing intervention <p>Progress for the 3 students with bespoke provision was between 3 and 5 sublevels of progress)</p>
Maths	<p>29 Students arrived in Year 7 with a Maths level of 3A or below</p> <ul style="list-style-type: none"> • 90% of these students achieved expected levels of progress during Year 7 (2014-15: 62%) • 55% exceeded expected progress (2014-15: 29%) • 85% attained a minimum level of 4C by the end of Year 7 (2014-15: 48%)

4. Catch-up Funding 2016-17

	Focus
1	Continued additional staffing in English and Maths to allow extra teaching groups and smaller class sizes for low prior attaining students; additional teaching support in these classes where appropriate
2	Appointment of post in Maths to develop pedagogy for low prior attaining students and to monitor students
3	Further purchase of concrete resources in Maths and books for reluctant readers.
4	Specialist Literacy Teacher
5	Continued 6 – 8 Week Reading Fluency and Inference intervention programmes delivered by TAs to small groups
6	Bespoke interventions for students with specific profiles of need