



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	2017-18
Y7 Literacy & Numeracy Catch-Up Premium awarded	£21,000	£20,561	£20,624

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 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: undertake literacy and cognition assessments
5	Continued 6 – 8 Week Reading Fluency and Inference intervention programmes delivered by teachers and TAs to small groups
6	Bespoke interventions for students with specific profiles of need

3. Outcomes 2016-17

<p>English</p>	<ul style="list-style-type: none"> • 58 students arrived in Year 7 (2016/17) with below age-related expectations in reading • 69 students arrived in Year 7 (2016/17) with below age-related expectations in writing • 82 students arrived in Year 7 (2016/17) with no data or below age-related expectations in Grammar, Punctuation vocabulary and Spelling (GPVS) <ul style="list-style-type: none"> • 89.23% of the 58 students below ARE in reading achieved at least expected levels of progress during Year 7 (2015-16: 86%) • 85.4% of the 82 students below ARE in GPVS achieved at least expected levels of progress during Year 7 • Average progress was 3.7 sublevels • Average standardised reading score improved by 14 points. <p>Reading screening of the whole yr 7 cohort showed 48 students with reading scores <89. 8 of these students were significantly below with scores of <70, one student a refugee from Syria</p> <p>Following literacy interventions:</p> <ul style="list-style-type: none"> • 60% of these are now at least within age-expected range (>85) • 3 Students with standardised reading scores of below 70 achieved an age-expected standardised score after intervention of at least 85. A gain of at least 15 points. • Many will continue to receive ongoing intervention
<p>Maths</p>	<ul style="list-style-type: none"> • 82 students arrived in Year 7 with below age-related expectations in maths (• 32.9 % of these students achieved expected levels of progress during Year 7 • 8.5 % exceeded expected progress (2015-16: 55%) • 95.2% attained a minimum level of 4C by the end of Year 7 (2015-16: 85%) • 17.7% attained a minimum level of 5C by the end of Year 7

4. Catch-up Funding 2017-18

	Focus
1	'Passport Maths intervention training for maths teachers and delivery of 15 week intervention programme to re-inforce understanding of 4 number operations.
2	English and Maths teachers working within the support department to deliver evidence-based interventions and alternative curriculum offer for specific students
3	Joint Maths / Support dept. CPD programme to develop and enhance working practices e.g. effective use of concrete maths resources / developing working relationships within class to improve outcomes for students
4	Specialist literacy teacher 4 days over week to manage and oversee assessment, intervention and provision
5	Develop range of literacy interventions delivered by teachers and trained TAs to small groups
6	Bespoke interventions for students with specific profiles of need i.e. pre-vocabulary intervention