



# 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 2016 onwards, the expected standard at the end of primary school is a scaled score of 100 .

	2017-18	2018-19	2019-20
Y7 Literacy & Numeracy Catch-Up Premium awarded	<b>£20, 634</b>	<b>£22, 630</b>	<b>tbc</b>

*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 2018-19

	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 assistant 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 trained teachers and TAs to small groups
6	Bespoke interventions for students with specific profiles of need

### 3. Outcomes 2018-19

<p><b>English</b></p>	<ul style="list-style-type: none"> <li>• 58 students arrived in Year 7 (2018/19) with below age-related expectations in reading (&gt;100 scaled score)</li> <li>• 82 students arrived in Year 7 (2018/19) with no data or below age-related expectations in Grammar, Punctuation vocabulary and Spelling (GPVS)</li>   <li>• 96.6% of the 58 students below ARE in reading achieved at least expected levels of progress during Year 7</li> <li>• 85.4% of the 82 students below ARE in GPVS achieved at least expected levels of progress during Year 7</li> </ul> <p>Reading screening of the whole yr. 7 cohort showed 15 students with reading scores &lt;85. 1 of these students was significantly below with scores of &lt;70</p> <p>Theses 15 students, alongside other students with low average reading scores were identified for intervention support</p> <ul style="list-style-type: none"> <li>• Following review and re-testing of these students, many are accommodate in our small group English curriculum class or continue to receive intervention led by our specialist Literacy teacher</li> <li>• A significant majority of students have a more positive attitude towards reading</li> </ul>
<p><b>Maths</b></p>	<ul style="list-style-type: none"> <li>• 70 students arrived in Year 7 with below age-related expectations in maths</li> <li>• 71.4 % of these students achieved at least expected levels of progress during Year 7</li> <li>• 18.6% exceeded expected progress</li> <li>• 52.9% made expected progress</li> </ul>

## **4. Catch-up Funding 2019-20**

	<b>Focus</b>
1	Continued additional staffing in English and Maths to allow extra teaching groups and smaller class sizes for low prior attaining students; additional teaching assistant support in these classes where appropriate. Specialist Literacy teacher co-teaching in some English Curriculum lessons
2	English and Maths teachers working within the support department to deliver evidence-based interventions and alternative curriculum offer for specific students
3	Specialist literacy teacher reviews, oversees and delivers literacy-focused intervention and small group teaching sessions
4	Review and develop the range of literacy interventions delivered by teachers and trained TAs to small groups
5	Bespoke interventions for students with specific profiles of need i.e. pre-vocabulary intervention