

Catch Up Premium Strategy 2018-2019

Year 7 Literacy and Numeracy Catch-Up Premium Funding

The Year 7 Literacy and Numeracy catch-up premium grant for the current academic year (2018-2019) was received in the sum of £15,552. Funding is provided for Year 7 students who did not achieve at the expected standards in Reading and/or Mathematics at Key Stage 2.

Utilisation of the grant has been planned across a combination of areas as follows:

Leadership costs – strategic planning time

Salary costs for experienced teachers to deliver numeracy to targeted students

SEN Coordinator costs to deliver Literacy to Special Educational Needs students

Salary costs for Learning Support Assistants to ‘deliver’ the catch up work

Total £15,552

Catch-Up Students 2018-2019

(scaled scores of less than 95 in Reading and/or in Mathematics at the End of Key Stage 2)

Group	Number of students	Below in Reading and Mathematics	Below in Reading	Below in Mathematics
All	25	7	16	13
Male	7			
Female	18			

Desired outcomes	Success Criteria
To ensure catch-up students make progress targets in English/Reading.	Improvement in Reading/English assessments, moving from Emerging to Proficient in the new assessment structure.
To ensure catch-up students make progress in Mathematics/Numeracy.	Improvements in Mathematics assessments, moving from Emerging to Proficient in the new assessment structure.

Impact

Literacy Intervention

15 students entered Thorpe St Andrew School who met the criteria for Language through Literacy provision. This was either through recommendation from the feeder school or through the results of base line testing on entry to the school using Access through Reading Test (ART). Further assessments were carried out on the lowest scoring students using WRAT4 and DRA testing to gain a more accurate picture of their needs. 7 students scored below 90 Standardised Score. 13 out of the 15 have identified SEN. Strategies to improve literacy included Toe by Toe reading programme, Sound Discovery, Spelling Mastery, Catch Up reading programme and Literacy Planet.

13 out of the 15 students have improved their spelling Standardised Scores. 12 out of the 15 students have improved their reading Standardised Score. In line with the Code of Practice, (Assess, Plan, Do, Review Strategy), advice has been sought from the Educational Psychology Service on additional interventions for those whose progress is limited.

Numeracy intervention

Students entering Key Stage 3 with below average grades in their Mathematics SATS were offered the opportunity to attend weekly intervention during form time. These sessions were delivered by qualified experienced Mathematics teachers with a preferred ratio of one teacher to no more than six pupils. During intervention sessions students worked on numeracy skills as well as key maths skills which mirrored what is currently being covered. This was accomplished through a variety of tasks including games, peer explanation, structured worksheets, etc.

Impact

Pupils who were invited to Year 7 Mathematics interventions saw a positive improvement in test scores resulting in almost half now making expected progress. Also, when asked, students expressed that Mathematics interventions help improve their confidence in their mathematical abilities as well as their overall enthusiasm for the subject.