

Background

The literacy and numeracy catch-up premium gives schools additional funding per pupil for every child in year 7 who did not achieve at least level 4 in reading and/or Maths at the end of key stage 2.

Our context – 2019/2020

- 63 children in year 7 (36% of the year group) don't have any key stage 2 data.
- Of those that have data, 59 children have a key stage 2 level of lower than 4 in reading and/ or Maths.
- This equates to an expected £29,463 of catch-up funding

Desired outcome	Chosen action / approach / cost	Staff lead	When will you review implementation?
To improve the progress and attainment year 7 English.	English mastery (staff training & development).	ASH	After each assessment point – whole school data review, department data review and impact review from class next steps sheets.
To improve the progress and attainment in year 7 maths	Maths mastery (staff development & training).	CCL/SCH	After each assessment point – whole school data review, department data review and impact review from class next steps sheets.
Numeracy hour	To ensure that all pupils who have a base grade of a 3 or below in maths have an additional hour of numeracy a week as a timetabled lesson. A specific numeracy catch up curriculum has been rigorously planned to support pupils with gaps in their prior knowledge.	SCH/SAM	After each assessment point – whole school data review, department data review and impact review from class next steps sheets.
Reading for pleasure hour	To ensure that all pupils have an hour reading for pleasure on their timetables each week to improve their reading ages	ASH	All year 7's took a reading test (NGRT) on their first day at school. They will all re-sit this at the end of July. We will be able to review the impact from analysis of this data. We will also use assessment data from each assessment point.
Phonics programme	To ensure that all pupils are able to decode and to accelerate the progress of those pupils who have not learnt to read to the requisite standard needed to access the curriculum. To accelerate the English Language skills of EAL pupils	ASH/PWA	We will record phonics data every half term. If pupils are making good progress, they should be completing 5 modules per half term. We will also use assessment data from each assessment point.
Rosetta stone	Pupils who are new to English and need to	ASH/PWA	Rosetta stone tracking- we are more rigorously tracking the Rosetta stone

	develop the breadth of their English vocabulary.		completion.
Curriculum time	All classes in Year 7 have increased English lesson time (6 periods a week plus one period of reading for pleasure). English department developed their SOL, including focusing on grammar lessons.	ASH	After each assessment point – whole school data review, department data review and impact review from class next steps sheets.
Transition group	Support given to group with homework, supported with school routines, social and emotional well-being supported to ensure that focus is on lessons.	RSU	At the start of Year 7 for one term. Recommended by primary school and or flagged early within the year by class teachers or Head of Year.
Toe by Toe	Literacy based reading/phonics programme. Look at NGRT or Hodder reading tests- one hour a week working through additional phonics and comprehension of language.	RSU	After each assessment point – whole school data review, department data review and impact review from class next steps sheets.
THRASS	Literacy based phonics programme. Look at NGRT or Hodder reading tests- one hour a week working through additional phonics and comprehension of sound.	RSU	After each assessment point – whole school data review, department data review and impact review from class next steps sheets.
Peer reading	There are a group of year 7 pupils who are in a reading group who read for half an hour four times a week during form time with Year 10 peer readers. The aim of this programme is to increase their confidence in reading	JJE/HGL	All year 7's took a reading test (NGRT) on their first day at school. They will all re-sit this at the end of July. We will be able to review the impact from analysis this data. We will also use assessment data from each assessment point.
NGRT testing	To ensure that we have a detailed understanding of the pupils current reading age. This also allows us to ensure that all the pupils are grouped in the correct sets and appropriate pathways.	ASH	All year 7's took a reading test (NGRT) on their first day at school. They will all re-sit this at the end of July. We will be able to review the impact from analysis this data. We will also use assessment data from each assessment point.

Review of Our context – 2017/2018

- 43 children in year 7 (24% of the year group) don't have any key stage 2 data.
- Of those that have data, 61 children have a key stage 2 level lower than a 4 in reading and or Maths.
- This equates to an expected £28,243 of catch-up funding.

Review of impact 2018/2019

Activity	Purpose	Expected outcome	Evaluation
Fresh Start	To ensure that all pupils are able to decode and to accelerate the progress of those pupils who have not learnt to read to the requisite standard needed to access the curriculum. To accelerate the English Language skills of EAL pupils	<ul style="list-style-type: none"> • All pupils (that have been with us in Y7) will be able to decode • All EAL pupils will have a detailed understanding of phonics in English • EAL and catch-up pupils are able to access a full curriculum by the time they are in Y8 	89% made expected module progress or graduated from the programme within the academic year. Progress of our pupils who joined us with a base grade of below a 4 in English improved by +0.99 between Aut2 and Sum2 assessments.
NGRT testing	To ensure that we have a detailed understanding of the pupils current reading age. This also allows us to ensure that all the pupils are grouped in the correct sets and appropriate pathways.	<ul style="list-style-type: none"> • Pupils are grouped appropriately to get the support that they need • Pupils are put onto the correct curriculum pathway, which enables them to make rapid and sustained progress • Teachers have accurate information which informs their teaching and supports them to meet the needs of catch-up pupils • Reading progress is measured in a meaningful and standardized way. 	<ul style="list-style-type: none"> • Pupils were all grouped in the correct pathways last year & sets were checked according to reading age data. • We will need to train staff this year on how to use reading age data more effectively. • NGRT tests were done within the English department last year, however, these will now be overseen by the assessment and exams team to ensure they are completed in a meaningful way.
Library & Reading for Pleasure books	Ensure that there are appropriate reading materials and a quiet reading space for catch-up and EAL pupils.	<ul style="list-style-type: none"> • Pupils practice reading • EAL pupils continue to develop their cognitive abilities and reading in their home language 	<ul style="list-style-type: none"> • The number of year 7 pupils who have used the library has shown a steady increase. • All pupils in year 7 last year had a reading for pleasure hour, this will continue this year.

English mastery	English mastery (staff training & development)	<ul style="list-style-type: none"> Pupils progress and attainment in English to increase 	Overall, progress of pupils who joined with a base grade of below a 4 improved by +0.99 between Aut2 and Sum2.
Maths mastery	Maths mastery (staff development & training)	<ul style="list-style-type: none"> To improve the progress and attainment of our low attainers in maths. 	Average progress in year 7 maths last year was strong, pupils were on average making above nationally expected progress (+0.44). Progress of the pupils that joined with a base grade below a 4 in maths increased by +0.66 between Aut2 and Sum2 assessments.