

Year 7 Literacy & Numeracy Grant

The school receives Department for Education funding in the amount of £500 per learner in Year 7 for 'Catch-up Literacy and Numeracy' to support interventions at the entry to Key Stage 3.

In 2015-2016 the allocated funding for 8 learners was £4,000.

The funding in 2016-2017 for 11 learners is £5,500 (confirmed and funded in February 2017).

Year 7 Catch-Up Premium 2015-16	
Total number of pupils on roll	8
Total number of pupils eligible for Year 7 Catch Up Grant	8
Amount of Year 7 Catch Up Grant received per pupil	£500
Total amount of Year 7 Catch Up Grant received	£4000

Spending of the Year 7 Catch-Up Premium 2015-16
<p>Objectives</p> <p>To support the attainment of these pupils and aid their progression into the secondary curriculum.</p> <p>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.</p> <p>Whilst the national expectation is that the catch-up premium should support pupils in moving to the expected standard, for those operating within p levels and ARE1, progression to the expected standard is an unrealistic expectation. When evaluating the impact of the premium we therefore consider expected progress and the development of softer skills such as resilience and independent working which have a massive impact upon pupil progress throughout Key Stages 3 and 4.</p> <p>Literacy</p> <p>a. Summary of Spending</p> <p>Increased staffing to facilitate:</p> <ul style="list-style-type: none"> • Small group teaching. • Small group phonics sessions. • Specialist Reading TA • Phonics through Read write Inc • Literacy intervention sessions • Accelerated Reader Interventions <p>Training for staff in Accelerated Reader and Read Write Inc</p> <p>Resources including:</p> <ul style="list-style-type: none"> • Age appropriate levelled books (fiction & non-fiction) for school library. • ERIC packs to facilitate cross-curricular literacy initiative

b. Interventions

- Targeted literacy intervention support (one-to-one and small groups)
- Targeted support during ERIC reading sessions
- TA having 1:1 reading session with target students
- Accelerated Reader programme during Reading lessons
- Reading Assessment

2. Mathematics

a. Summary of Spending

Increasing staffing to facilitate:

- Small group Teaching
- Mathematics intervention sessions
- Dynamo software package.
- EMMA Boxes
- HLA Activities
- Contextualised learning package
- My Maths software package
- Resources to support mathematics initiative
- Maths puzzles and games
- Maths puzzles and games.

b. Intervention

- Targeted mathematics intervention support (one-to-one and small group).

NB. All interventions take place in mathematics lessons or in lunchtime maths clubs.

Outcomes of 2015-16 Spending - English	
Pupils arriving in Year 7 below level 4	8
Pupils improving to level 4 by the end of the year	0
Pupils remaining below level 4	8
Pupils who made greater than expected progress	0
Pupils who made at least expected progress	0
Reading age	
How will we improve the attainment of those remaining below level 4?	
<ul style="list-style-type: none"> • Age-appropriate but highly differentiated curriculum. • Small class sizes and TA support in all English lessons. • Half-termly assessments throughout Key Stages 3 and 4 will allow progress to be tracked and intervention plans to be put in place rapidly should progress become a cause for concern. • One-to-one or small group intervention sessions with teacher or literacy trained TA in addition to normal English Lessons and ERIC reading session. • ERIC sessions-20 minutes three times a week. • Pupils encourage using library area during break and lunchtimes • ERIC packs in all classroom to support English outside of the classroom • English assessment analysis spreadsheets used to highlight gaps in learning and ensure consolidation of learning is occurring and curriculum is being mastered. 	

Outcomes of 2015-16 Spending - Maths	
Pupils arriving in Year 7 below level 4	8
Pupils improving to level 4 by the end of the year	0
Pupils remaining below level 4	8
Pupils who made greater than expected progress	0
Pupils who made at least expected progress	0
How will we improve the attainment of those remaining below level 4?	
<ul style="list-style-type: none"> • Age-appropriate but highly differentiated curriculum. • Small class sizes and TA support in all maths lessons. • Half-termly assessments throughout Key Stages 3 and 4 will allow progress to be tracked and intervention plans to be put in place rapidly should progress become a cause for concern. • Blocks of one-to-one or small group intervention sessions with teacher or numeracy trained TA in addition to normal maths lessons. • Intervention homework set using 'Dynamo' software package. • EMMA boxed available for all teachers and Keyworkers. • Challenge yourself work available outside the classroom • Maths activities happening in the HLA • Maths Club- a maths club with a trained maths Ta to engage pupils in mats through games or homework support. • Maths assessment analysis spreadsheets used to highlight gaps in the learning and ensure consolidation of learning is occurring and curriculum is being mastered. 	

Use of the Year 7 Catch-Up Premium 2016-17

The DfE announced in July 2016 that:

In 2016 to 2017 schools will receive the same overall amount of year 7 catch-up premium funding they received in 2015 to 2016, adjusted to reflect the percentage change in the size of their year 7 cohort, based on the October 2016 census.

We therefore estimate that our 2016-17 grant as follows:

Year 7 Catch-Up Grant 2016-17	
Number of pupils in Year 7 cohort 2015-16	8
Number of pupils in Year 7 cohort 2016-17	11 (37.5% of 2015-16 figure)
Amount of Year 7 Catch-Up Grant received in 2015-16	£5,500

Planned Use of the Year 7 Catch-Up Premium 2016-17

a. Literacy

Maintain increased staffing from 2015-16 to facilitate:

- Small group teaching.
- Small group phonics sessions.
- Literacy intervention sessions.
- Specialist Reading TA

Resources including:

- Age appropriate levelled books (fiction & non-fiction) for school library.
- ERIC packs to facilitate cross-curricular literacy initiative.
- Expansion of library stock - priority being age- appropriate girls' fiction books for early readers.

b. Mathematics

a. Summary of Spending

Increasing staffing to facilitate:

- Small group Teaching
- Mathematics intervention sessions
- Dynamo software package.
- EMMA Boxes
- HLA Activities
- Contextualised learning package
- My Maths software package
- Resources to support mathematics initiative
- Maths puzzles and games
- Maths puzzles and games.

b. Intervention

- Targeted mathematics intervention support (one-to-one and small group).

NB. All interventions take place in mathematics lessons or in lunchtime maths clubs.

Outcomes of 2016-17 Spending - English	
Pupils arriving in Year 7 below level 4	11
Pupils improving to level 4 by the end of the year	1
Pupils remaining below level 4	10
Pupils who made greater than expected progress	1
Pupils who made at least expected progress	0
Reading age	0
How will we improve the attainment of those remaining below level 4?	
<ul style="list-style-type: none"> • Age-appropriate but highly differentiated curriculum. • Small class sizes and TA support in all English lessons. • Half-termly assessments throughout Key Stages 3 and 4 will allow progress to be tracked and intervention plans to be put in place rapidly should progress become a cause for concern. • One-to-one or small group intervention sessions with teacher or literacy trained TA in addition to normal English Lessons and ERIC reading session. • ERIC sessions-20 minutes three times a week. • Pupils encourage using library area during break and lunchtimes • ERIC packs in all classroom to support English outside of the classroom • English assessment analysis spreadsheets used to highlight gaps in learning and ensure consolidation of learning is occurring and curriculum is being mastered. 	

Outcomes of 2016-17 Spending - Maths	
Pupils arriving in Year 7 below level 4	11
Pupils improving to level 4 by the end of the year	3
Pupils remaining below level 4	8
Pupils who made greater than expected progress	3
Pupils who made at least expected progress	0
How will we improve the attainment of those remaining below level 4?	
<ul style="list-style-type: none"> • Age-appropriate but highly differentiated curriculum. • Small class sizes and TA support in all maths lessons. • Half-termly assessments throughout Key Stages 3 and 4 will allow progress to be tracked and intervention plans to be put in place rapidly should progress become a cause for concern. • Blocks of one-to-one or small group intervention sessions with teacher or numeracy trained TA in addition to normal maths lessons. • Intervention homework set using 'Dynamo' software package. • EMMA boxed available for all teachers and Keyworkers. • Challenge yourself work available outside the classroom • Maths activities happening in the HLA • Maths Club- a maths club with a trained maths Ta to engage pupils in mats through games or homework support. • Maths assessment analysis spreadsheets used to highlight gaps in the learning and ensure consolidation of learning is occurring and curriculum is being mastered. 	

Use of the Year 7 Catch-Up Premium 2017-18

The DfE announced in July 2016 that:

In 2017 to 2018 schools will receive the same overall amount of year 7 catch-up premium funding they received in 2015 to 2016, adjusted to reflect the percentage change in the size of their year 7 cohort, based on the October 2017 census.

We therefore estimate that our 2017-18 grant as follows:

Year 7 Catch-Up Grant 2016-17	
Number of pupils in Year 7 cohort 2016-17	11
Number of pupils in Year 7 cohort 2017-18	8 (-27.27% of 2016-17 figure)
Amount of Year 7 Catch-Up Grant received in 2015-16	£4,000

Planned Use of the Year 7 Catch-Up Premium 2017-18

a. Literacy

Maintain increased staffing from 2015-16 to facilitate:

- Small group teaching.
- Small group phonics sessions.
- Literacy intervention sessions.
- Specialist Reading TA

Resources including:

- Age appropriate levelled books (fiction & non-fiction) for school library.
- ERIC packs to facilitate cross-curricular literacy initiative.
- Expansion of library stock - priority being age- appropriate girls' fiction books for early readers.

b. Mathematics

a. Summary of Spending

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