

Year 7 Literacy and Numeracy ‘Catch-Up’ Premium statement 2016-2017

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. The Department for Education (DfE) have confirmed that:

“In 2016 to 2017 schools were allocated 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.”

DfE guidance to schools explains that schools are free to decide how best to use the premium to improve the literacy and numeracy of these students and is designed to help Year 7 students ‘catch up’ with their peers.

Our Aims:

- to increase reading skills and attainment
- to encourage students to develop a love of reading
- to narrow the gap in attainment in both English and mathematics during year 7
- to develop the students’ level of comprehension and ability to ‘infer’
- to develop a greater range of resources and interventions to further support students

At Coombe Boys’ School all students in Year 7 receive 6 hours and 40 minutes of mathematics and English teaching per fortnight as standard. The School assesses the needs of each student who enters the school with a “below expected” in reading and/or mathematics and selects programmes and approaches that have a proven record in being effective. Students eligible for Catch-Up funding benefit from one or more of the following interventions:

Literacy/English	Numeracy/mathematics
<ul style="list-style-type: none"> • Guidance from the Literacy Co-ordinator • Literacy ‘top tips’ from Literacy co-ordinator provided weekly to teaching staff • Half-termly assessment to monitor progress • Transition group intervention in (smaller teaching group with TA, with focus on nurture and literacy across the curriculum) • Provision of additional targeted reading materials available through the Learning Resource Centre • Accelerated Reader programme during morning registration (planned with the Education Psychologist) • Use of ‘literacy student mentors’ from year 10 to develop skills of year 7 • Visiting poets and authors to school • Poetry night - October • Coombe Literary Night – March • Additional in-class TA support • ELSA support • Solution Circle meetings for staff to discuss needs of individuals • Summer School (extended) 	<ul style="list-style-type: none"> • Guidance from the Numeracy Co-ordinator • Numeracy ‘top tips’ from Numeracy co-ordinator provided weekly to teaching staff • Small sized classes with low teacher to pupil ratio • Morning numeracy support in year 8 • Targeted ICT ‘MyMaths’ tasks accessed in and out of school and tailored to ability level • Additional maths revision resources • Personalised tracking through every topic • Half-termly assessment to monitor progress • ‘Numeracy student mentors’ from year 11 to develop skills of year 7 • Additional in-class TA support • ‘Catch-up’ small group work after school • ELSA support • Years 7+8 numeracy trip to Kidzania, Westfield. • Solution Circle meetings for staff to discuss needs of individuals • Summer School (extended)

Transition Intervention

Some of our students with low literacy and numeracy levels have special educational needs and are supported in a ‘transition’ group for the first part of their year 7 ‘experience’. In 2012-2013, 5 level 3 students joined the transition group, in 2013-2014 there were 8 in this group, 3 in 2014-2015 and 9 in 2015-16. This year the group is much bigger due to staffing constraints (17 in total), but the additional support for this group remains.

The transition group is taught by a specialist teacher with a specialist teaching assistant who is ELSA (Emotional Literacy Support Assistant) trained. The boys have a number of their English, humanities and literacy-based subjects taught in a specialist base with primary-style literacy displays reinforcing grammar rules and a reading corner and library.

In the Autumn Term there are a number of baseline assessments to assess the focus for each student's target. The first half-term aims to help the students settle well in to secondary school, using a nurture-type environment, developing close contact with parents/carers, with primary-style holistic curriculum.

A specific focus on improving literacy skills involves the use of assessment data to identify the additional interventions needed. These vary from a number of interventions, all of which are evidence-based. For example students who need to improve their reading comprehension are offered **Accelerated Reader** reading intervention, and a student who struggles with spelling/ word recognition might be offered **1:1 Precision teaching**. **ELSA support** is offered to those students who are vulnerable which might have emotional support as a main aim, can also contribute to literacy progress as ELSAs sometimes offer homework support. Students in need of a higher level of support may need to access interventions via our **Educational Psychologist**.

Year	Total number of students eligible	Total funding amount	%of eligible students reaching expected level by end of year 7	
			English	Maths
2012 -13	31	£15,000	74	78
2013 - 14	22	£11,000	76	88
2014-15	12	£6000	75	100
2015 –16	24	£12,000	74	94
2016 –17	49	£13,600		

Year 7 Catch-Up Expenditure

Expenditure for 2016/2017:

	Allocated costs (£)
Contribution towards Numeracy and Literacy Co-ordinator posts	1,000
Transition additional staffing	3,000
ELSA support	4,000
Resources and trips	2,500
Specialist support (EP Buyback etc)	1,500
Accelerated Reader Intervention	1,600
TOTAL	£13,600