

# King Charles I School

## Use of the Year 7 Literacy and Numeracy Catch-up Premium 2017/18

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 purpose of the funding is to enable schools to deliver additional support, such as individual tuition or intensive support in small groups, for those students that most need it. The funding also allows us to purchase accessible and stimulating resources which facilitate a bespoke curriculum to support students both within lessons and in terms of additional support outside the classroom.

During the 2017/18 academic year we received £18,959. We used the following intervention to improve the attainment and achievement in English and maths for the Year 7 students who did not achieve the expected standard in reading or maths at Key Stage 2:

### English

- A literacy programme was created for the catch-up students in Year 7. This gave the students an additional 5 hours a fortnight curriculum time dedicated to improve their reading proficiency. In addition to this we provided additional sessions (one to one and in small groups) and extra support within the classroom. The programmes were overseen by an English teacher, two specialist achievement assistants (English) and the deputy SENCO. The intervention sessions included:
  - Use of literacy progress units to effectively identify and address specific areas for intervention.
  - Lexia reading and phonics intervention programme.
  - Group reading intervention.
  - Paired reading.
  - Fresh start reading and writing intervention.
  - Reading between the lines inference and deduction intervention
  - The Rapid Reader word comprehension and recognition programme.
  - The Word Wasp phonics based reading and spelling programme.
- We used the Accelerated Reader software and programme to help all students make progress with their reading.
- We had an additional reading lesson in the curriculum and tutor group reading every week for all students.

### Mathematics

- Two specialist achievement assistants (maths) and a maths teacher led our intervention programme for the catch-up students in Year 7. This involved additional sessions (one to one and in small groups) and extra support within the classroom. The programme included:
  - Use of the Key stage 2 assessments and Year 7 GL Baseline assessment to effectively identify and address specific areas for intervention.
  - Small group numeracy intervention focusing on times tables, mental and written methods for all four operations.
  - Numicon group intervention following a 12 session intervention programme.
  - Group intervention to address specific identified areas for intervention based on assessments
  - Using Mathswatch to set the students specific and tailored homework.
- Mathswatch assessments to be used to assess students at the start of intervention and following the completion of the intervention sessions.
- Having an additional numeracy task in tutorial time every week for all students.

## **Impact in 2017/18**

**English:** progress by the end of Year 7:

- 80% of catch-up students made at least “expected” progress.
- 39% of catch-up students made at least “above” expected progress
- The catch-up students scored, on average, 40% on their end of year assessments (non-catch-up students: 60%)
- During 2017/18, the average reading age of the catch-up students increased from 9 years 3 months to 12 years 1 month. They made, on average, a 34 month improvement on their reading ages (non-catch-up: 25months)

**Mathematics:** progress by the end of Year 7:

- 83% of catch-up students made at least “expected” progress.
- 25% of catch-up students made at least “above” expected progress.
- The catch-up students made, on average, a 15% improvement on their baseline test scores (non-catch-up students 3%)

## **King Charles I School**

### **Plans for the use of the Literacy and Numeracy Catch-up Premium 2018/19**

During the 2018/19 academic year we will receive approximately £19000. We are planning to use the following intervention to improve the attainment and achievement in English and maths for the Year 7 students who did not achieve the expected standard in reading or maths at Key Stage 2:

#### **English**

- We will continue to use the literacy programme for the catch-up students in Year 7. This will give the students an additional 6 hours a fortnight curriculum time dedicated to improve their reading proficiency. In addition to this we will provide additional sessions (one to one and in small groups) and extra support within the classroom. The programmes will continue to be overseen by an English teacher, two specialist achievement assistants (English) and the deputy SENCO. The programme includes (but is not limited to):
  - Use of literacy progress units to effectively identify and address specific areas for intervention.
  - Lexia reading and phonics intervention programme.
  - Group reading intervention.
  - Paired reading.
  - Fresh start reading and writing intervention.
  - Reading between the lines inference and deduction intervention.
  - The Rapid Reader word comprehension and recognition programme.
  - The Word Wasp phonics based reading and spelling programme.
- We will continue to use the Accelerated Reader software and programme to help all students make progress with their reading.
- We will continue to have an additional reading lesson, once a fortnight, in the curriculum,
- We will have an additional writing lesson, once a fortnight, in the curriculum.
- There will be two tutor group reading session every week for all students.

#### **Mathematics**

- Two specialist achievement assistants (maths) and a maths teacher will continue to lead our intervention programme for catch-up students in Year 7. This will involve additional sessions (one to one and in small groups) and extra support within the classroom. The programme will include (but is not limited to):
  - Use of the Key stage 2 assessments and Year 7 GL Baseline assessment to effectively identify and address specific areas for intervention.
  - Numicon maths intervention programme.

- Small group numeracy intervention focusing on times tables and mental and written methods for all four operations.
- Group withdrawals following a 12 session intervention programme addressing specific identified areas for intervention based on assessments.
- Use of Hegarty maths to set the students specific and tailored homework.
- Hegarty maths assessments to be used to assess students at the start of intervention and following the completion of the intervention sessions.
- Have an additional numeracy task in tutorial time every week for all students.