

King Charles I School

Use of the Year 7 Literacy and Numeracy Catch-up Premium 2018/19

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 2018/19 academic year we received £19,737. 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

- We created a literacy programme for the catch-up students in Year 7. This gave the students an additional 6 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 programme included (but was 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 used the Accelerated Reader software and programme to help all students make progress with their reading.
- We offered an additional reading lesson, once a fortnight, in the curriculum,
- We offered an additional writing lesson, once a fortnight, in the curriculum.
- There were two tutor group reading sessions every week for all students.

Mathematics

- Two specialist achievement assistants (maths) and a maths teacher led our intervention programme for 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 (but was not limited to):
 - Use of the Key stage 2 assessments and Year 7 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 were used to assess students at the start of intervention and following the completion of the intervention sessions.

Impact in 2018/19

English: progress by the end of Year 7:

- The catch-up students scored, on average, 45% on their end of year assessments (non-catch up students: 54%). This gap is an improvement of 11% over the year.
- The average catch up student ranking in assessments has improved by 10 places. The non-catch up students has decreased by 12 places.
- During 2018/19, the average reading age of the catch-up students increased from 9 years 8 months to 11 years 10 months. They made, on average, a 26-month improvement on their reading ages (non-catch-up: 29 months).

Mathematics: progress by the end of Year 7:

- The catch-up students made, on average, a 13% improvement on their baseline test scores (non-catch up students: 13%)
- 63% of catch-up students ranked higher in the summer baseline test than they did in the autumn baseline test

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Plans for the use of the Literacy and Numeracy Catch-up Premium 2019/20

During the 2019/20 academic year we will receive approximately £20000. 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 now be delivered by English teachers who have completed the training in delivering the Ruth Miskin phonics programme. The English teachers will be supported by a specialist achievement assistant (English) and the deputy SENCO. The programme includes (but is not limited to):
 - Ruth Miskin phonics programme
 - Expressive writing – English direct instruction programme.
 - 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

- A specialist achievement assistant (maths) 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 Baseline assessment to effectively identify and address specific areas for intervention.
- Numicon maths intervention programme
- Connecting Maths Concepts direct instruction 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.

Date of next internal review: Jan 2020