Year 7 Literacy and Numeracy catch-up premium

	2019-20	2020-21
Total number of pupils in Year 7	240	268
Total number of pupils working below the expected standard in **reading**	36	43
Total number of pupils working below the expected standard in **grammar**	26	35
Total number of pupils working below the expected standard in **maths**	22	56
Total amount of Year 7 catch-up funding received	£7642	

Wave 1: Quality First Teaching

We strongly believe that what goes on in the classroom is the single largest contributory factor in supporting pupils to make strong academic progress. We therefore invest significantly in our whole school approach towards outstanding teaching and learning. Whilst this wave supports the progress of all our pupils as part of our CPD programme we do plan bespoke sessions for staff linked to teaching and learning strategies that support planning for progress. Most recently, staff received CPD on disciplinary literacy in line with recommendations from the Education Endowment Foundation. This involved the importance of explicit vocabulary instruction and guided reading strategies that enable all pupils to access challenging texts, regardless of reading ability.

Wave 2: Small Group Intervention

The New Group Reading Test from GL Assessment is used to screen all pupils in Years 7 for reading ability and small group (1:3) intervention is provided for pupils with a standardised age score (SAS) of <89. The focus of the intervention is vocabulary development and reading comprehension using a reciprocal reading approach. SAS data is shared with teachers to raise awareness of our 'poor readers' so that in-class support is targeted at those who most need it and recommendations from NGRT individual reports are added to SEND support plans.

Wave 3: Individual or small group intervention (intensive)

Pupils with SpLD diagnosis work with LSA support and progress is monitored. Support plans are in place for pupils who do not make progress, and this is reviewed regularly. Specialist intervention, including Catch Up® Literacy*, is provided according to this plan or the EHCP, where appropriate.

Year 7 Literacy

There remains a focus on literacy for Year 7 pupils (with particular attention on pupils who do not meet the expected standard at KS2) The intended outcome of which is for *all* Year 7 pupils to meet this standard by the end of their first academic year at secondary school. This will help all pupils in preparation for their English Literature and Language GCSE examinations, as well as those with a specific focus on SPAG, reading and writing skills.

Intervention	Strategy	Notes	Measured	Review of Effectiveness
Literacy hour (Wave 1)	Additional English lesson timetabled for all Year 7 pupils.	One English lesson per week is dedicated to literacy development using 'Lexonik vocabulary' resources.	Literacy teacher records e.g. spelling test scores and writing assessment data; NGRT SAS tracked by literacy lead	
Register and read (Wave 1)	Year 7 tutors model fluent reading with a focus on pace and expression.	Tutors read aloud from a challenging text to all pupils during registration on two or three occasions each week. Pupils follow from their own copy of the text.	NGRT SAS tracked by literacy lead.	
Library lessons (Wave 1)	Literacy hour timetabled in school library once per half term.	Pupils encouraged to read for pleasure by exploring library resources with school librarian. Extra-curricula activities promoted e.g. 'Pupil Librarian Scheme' and reading clubs.	Book loans tracked by school librarian.	
Reciprocal reading (Wave 2)	Year 7 pupils removed from one English lesson per week for small-group teaching. Intervention lasts six-weeks.	Pupils read aloud from a selected text in role, e.g. questioner, summariser, predictor, clarifier.	Reading fluency tested weekly. NGRT SAS tracked by literacy lead.	
Guided Reading programme (Wave 2)	Year 12 students trained in guided reading strategies by Literacy Co-ordinator.	Meet with 3-4 'poor readers' on a weekly basis.	Year 12 student feedback.	
Catch Up® Literacy	*A book-based approach to support	A small number of 'poor readers' receive	Impact reviewed	

(Wave 3)	pupils in their reading of a book so they activate both dimensions of reading – word recognition processes (including phonics) and language comprehension processes.	twice weekly one-to-one support from an LSA trained to deliver Catch Up® Literacy.	based on progress in modular assessments.	

Impact:

Due to the impact of Covid-19, we are unable to fully assess the impact for 2019-20 and indeed 2020-21. For 2019-20, up until school was disrupted, students were making good progress within the various intervention.

For 2020-21 all students made progress following literacy intervention. The vast majority improved to at least expected progress in reading and 20% made higher or much higher than expected progress.

Year 7 Maths:

Intervention	Strategy	Notes	Measured	Review of effectiveness
Intervention focus group in year 7 (Wave 3)	Identification of a small group of Not Secondary Ready students	Students will receive support from the Numeracy catch-up programme*. This involves 15 minute individual sessions twice a week	Impact reviewed based on progress in modular assessments	

*Catch up Literacy is a book-based approach to support learners in their reading of a book so they activate both dimensions of reading – word recognition processes (including phonics) and language comprehension processes.

*Catch up Numeracy is based on research and addresses 10 key components of numeracy:

- Counting verbally
- Counting objects
- Reading and writing
- Hundreds, tens and units
- Estimation
- Word problems
- Translation
- Remembered facts
- Derived facts
- Ordinal numbers

To ensure that students are secondary ready and able to maximise their potential, students completing Year 7 should be secure in their knowledge and application of the content listed below:

MODULE 1	MODULE 2	MODULE 3
Numbers and the number system: · Factors, multiples, primes · HCF/LCM · Indices and roots	Proportional reasoning: · Ratio notation · Converting between measurements · Simplifying a ratio · Sharing in a ratio	Checking, approximating and estimating: · Rounding to decimal places, significant figures · Estimating by rounding Mathematical movement:

· Square, cube, triangle numbers Counting and comparing: · Negative numbers · Ordering fractions, decimals · Inequality notation Calculating: · Multiplying/dividing, including decimals · Order of operations Visualising and constructing: · Faces, edges, vertices · Parallel, perpendicular · Symmetry · Constructing triangles Properties of shape: · 3D shapes · Properties of quadrilaterals, triangles · Finding angles in quadrilaterals, triangles Algebraic proficiency: · Simplifying algebraic expressions · Function machines · Substitution Fractions, decimals, percentages: · Expressing as a fraction in lowest terms · Converting to/from mixed numbers · Percentages as fractions · Expressing proportions as percentages	· Ratio/fractional equivalence Patterns: · Nth term of a linear sequence · Generating a sequence Measuring space: · Converting between units of length/ mass/ volume/ time · Solving conversion problems Angles: · Angles at a point, straight line, vertically opposite Equations: · Solving linear equations with one, two-steps and unknowns both sides Calculating decimals, fractions, percentages: · Fractions calculations · Percentage increase/decrease · Expressing an amount changed as a percentage change Calculating space: · Perimeter · Area of rectilinear shapes · Volume · Surface area	· Equations of horizontal/vertical lines · Drawing y=x/y=-x · Reflection, rotation, translation Presentation of data: · Types of data · Frequency tables · Pictograms/bar charts/pie charts Measuring data: · Averages and range · Averages from a frequency table · Comparing data

Impact:

Due to the impact of Covid-19, we are unable to fully assess the impact for 2019-20 and indeed 2020-21. For 2019-20, up until school was disrupted, all students made progress within a range of skills addressed.

For 2020-21, due to the impact of Covid-19, intervention could not be fully in place and instead LSA's supported students more within the classroom to benefit them more holistically.