

The impact of our 2016 -2017 Year 7 Literacy and Numeracy Catch-Up Premium Strategy

The Year 7 literacy and numeracy catch-up premium provides support for students who did not achieve the expected standards in the Key Stage 2 national curriculum tests. In the academic year 2016 – 2017, the school received a catch-up premium of £18,000, and it was used to support low-attaining students to catch up with their peers in literacy and numeracy.

44 students joined the school at the start of year 7 with a KS2 reading scaled score below the expected standard and 21 students had a KS2 maths scaled score below the expected standard.

Both English and maths are taught in sets across each half of the year group. Year 7 catch-up premium was used to support these students through the creation of smaller sets with specialist English and maths Intervention Teaching Assistant support within the classrooms for these lower ability sets.

A number of other strategies and interventions are used to support these students. In terms of whole school events, there is Drop Everything And Read (DEAR) on a weekly basis when the whole school has dedicated reading time for 20 minutes and this helps to reinforce the culture of reading both in the school and home environment. There is The Big Read in the Spring Term when everyone in the school community (students, staff and governors) is given their own copy of the same book on the same day, usually with the author coming in for a reading and book signing. This year the book was Northern Lights by Philip Pullman, and copies were also bought in French, Italian, Spanish and Romanian to help the EAL students. The school always takes part in Number Day which is a national maths-inspired fundraising day.

Oral language intervention programmes such as Philosophy For Children and Talk To Learn are used within school and these help students who are low-attaining in literacy with their pronunciation, discussion skills and speech; and for those who are low-attaining in numeracy it engages them in cognitively challenging talk.

To improve reading comprehension the school uses the computer based programme Accelerated Reader, which uses eBooks and quizzes to test comprehension and provides the student with suitably challenging books.

Specialist maths software programmes, such as My Maths, Pinpoint Learning and Maths Watch are used to provide interactive learning resources, worksheets and games which are linked to an assessment system enables teachers to track and monitor student's progress.

The Team Up programme (run by a charity to improve social mobility) is used, and this is where graduates and undergraduates work with students in year 7 who have been identified as requiring additional support in either English or maths. Tutors

come in weekly, for a 90 minute session, and work intensely with one or two students for a 10 week programme.

Equipment is provided for students to aid learning such as bi-lingual dictionaries, thesauruses, calculators, geometry sets, and mini whiteboards.

Of the 44 students who were low attaining in literacy, 66% made at least 2 sub levels of progress between the start of the academic year and the end of the summer term, and 39% made 3 or more sub levels of progress. Of the 21 maths students, 67% made at least 2 sub levels of progress and almost 25% made 3 or more levels of progress.

The catch-up premium was spent in the following way:

£6,000 for specialist Intervention English Teaching Assistant

£6,000 for specialist Intervention Mathematics Teaching Assistant

£2,000 for Team Up

£1,000 for Accelerated Reader and associated library books

£1,000 for The Big Read

£1,000 for maths software licences

£1,000 for promoting literacy and numeracy across the curriculum

Year 7 Catch-Up Premium Plans 2017 – 2018

This year the expected standard for KS2 tests is a scaled score of 100 in reading and in maths. Students with a score of 99 or below have not met the expected standard.

For this academic year at Rokeby there are 37 students who have not met the expected standard in reading and 16 students who have not met it in maths.

The school will continue with the targeted interventions and programmes that were used in 2016-17.

The amount of funding is not yet known.