

Literacy and Numeracy Catch-up Premium: Christleton High School: 2019-20



1. Literacy and Numeracy Catch-up Premium: Introduction

- The literacy and numeracy catch-up premium gives state-funded schools, including special schools and alternative provision settings, 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 (KS2).
- The premium has previously provided schools with £500 extra funding for each student who has not reached the required level in English and/or Maths at the end of Key Stage 2.
- Students not reaching the required level are those scoring below 100 in the Key Stage 2 tests in Reading and Maths.
- It is the school's responsibility to decide how this additional funding should be spent to best support the boosting of these pupils' progress.
- The Education and Skills Funding Agency (ESFA) are not able to confirm the allocations for 2019 to 2020 or the methodology that they will use at present. They hope to be able to confirm this information in February 2020.

2. Summary information: 2019-20

School	Christleton High School				
Academic Year	2019-20	Literacy and Numeracy Catch-up Premium received	tbc	Date of most recent Catch-up Premium Review	2019
Total No. of Year 7 pupils	224	No. of pupils eligible for Catch-up Premium	51	Date for next internal review of this strategy	2020

3. Reading and Maths: 2019-20

No. of Students below expected standard:	Total No.	SEN (K or E)	PP
Reading	39	6	7
Maths	27	6	9
Reading or Maths	51		
Reading and Maths	16		

4. Planned Expenditure: 2019-20

Our approach to ensuring that the students who did not reach the expected standard achieve well in school is one that is based on focused support, evidenced by the needs of students as well as the growing body of educational research around this issue, such as the recommendations of the EEF Toolkit. We are able to identify specific areas to focus on Year 7 students who have not reached the expected standard in key stage 2 tests by using the question level analysis function (QLA) in the Analyse School Performance (ASP) service; this gives a breakdown of individual performance in each question and element of the three KS2 tests in mathematics, reading, and grammar, punctuation & spelling.

Where appropriate, students are also screened for Visual Stress (whereby a pupil may benefit from using a coloured overlay), Dyslexia, Dyscalculia and Processing Speed; these results allow us to establish a helpful normal way of working for students, who can be re-screened after Year 9 with a view to potential access arrangements. In this way we can identify students who need extra support from the Year 7 catch-up premium, and decide the best way to use the funding. We aim to select programmes and approaches that are known to be effective, using three main tiers of intervention: -

- Tier 1 intervention focuses on facilitating QFT (Quality First Teaching) and learning within English and Maths.
- Tier 2 intervention strategies involves withdrawing small groups of pupils to focus on particular areas for development.
- Tier 3 intervention work involves pupils working with a teacher/Teaching Assistant on a 1:1 basis to improve areas of weakness through coaching and planned activities.

Each Tier may also include the use of external materials and services.

4a. Literacy Interventions

Intervention	Tier	Staff Lead	Notes
QFT (Quality First Teaching) A full review of scheme of works is currently being undertaken in light of the changes made to the new Ofsted framework. One lesson per fortnight is a designated reading hour that is based within the classroom to encourage a love of reading.	Tier 1	ASD JBY	
Dedicated TA to attend English department meetings to liaise with department on supporting key students.	Tier 1	SB	
Sixth Form reading buddies to work one to one with identified students. This will occur every Wednesday during form.	Tier 1	JBY	Pupils have been identified as a result of data provided by KS2 schools.
IDL Spelling Programme: Based in Student Services.....	Tier 2	SA	
Reading Programme: Based in Student Services.	Tier 2	SA	Read on programme discussed

with Senco in meeting.

4b. Numeracy Interventions

Intervention	Tier	Staff Lead	Notes
QFT (Quality First Teaching) and learning within Maths, including the introduction of a new Scheme of Learning based on Level 1 Award in Number and Measure to focus on improving key number skills in years 7 and 8.	Tier 1	KSD	Students have already completed arithmetic test to identify current weaknesses to aid planning and interventions.
Dedicated TA to attend Maths department meetings to discuss strategies and support.	Tier 1	GPL	
Support in lessons: sixth formers supporting in Maths lessons.	Tier 1	KSD/BH	
Sixth Form Maths buddies to work on a one-to-one basis with identified Year 7 students during form time once a week.	Tier 2	BH	
IDL Numeracy Programme: Based in Student Service with identified Year 7 students once a week up to 1 hour instead of PSHE/RE lessons.	Tier 2	JG/SA	
Small Group Tuition: a small group of students in Year 7 to be withdrawn from one lesson for one hour a fortnight with qualified Maths teacher (KL).	Tier 2	KSD/BH	

5. Intended Impact / Success Criteria

The impact of such funding will be monitored through assessment data, assessment for learning, behaviour, homework and attitude. Supportive strategies will be considered depending on the individual needs of students.

All year 7 students below expected standard will be at or above by the end of year 7. Using GL-assessments (CAT tests) and Reading and spelling ages to identify starting points in conjunction with KS2 results and internal data. Reassessment according to reading and spelling age and internal Maths data to demonstrate progress toward expected standard in Year 7.