

## **Year 7 Literacy and Numeracy Catch-Up**

The literacy and numeracy catch-up premium was introduced by the Government in June 2013 and is paid to schools to raise Year 7 students' levels in Reading and Maths so that they can access the secondary curriculum. Until 2016, the expected level for students was a National Curriculum Level 4 in English and Maths. With the change to the Key Stage 2 curriculum and assessment measures, the expected level is now 100, the equivalent of 4b. As a result, we have seen the number of students below this benchmark rising from 15 to 58 in September 2016 and 30 in September 2017 (with 40 students below 100 in Maths). The school has not been given any additional funding in light of the increase.

We have one main objective which underpins the allocation of funding and support for students who have not achieved the expected standard in Reading and Maths. This is to ensure that they are able to make rapid progress in Year 7 and that this progress is sustained during the course of Key Stage 3 and into GCSE study. By improving the standards of literacy and numeracy, our young people's life chances are also improved.

### **Student profile at Waddesdon Church of England School (September 2017)**

Around three-quarters of our Year 7 students achieved above the 100 scaled score benchmark while at Primary School. 30 students missed the expected standard in Reading and 40 in Maths. 30 students have arrived with an average scaled score below 100 for Reading and Maths.

### **Short-term and long-term strategies and measurement for 2017-18**

#### **Short-term strategies:**

From the start of the school year, we set up and run our rapid reading intervention (6 students) and transition support for vulnerable students (6 students).

During Term 1 Maths and English assess all students to ensure we are working with the correct students and to gain additional insight into areas in need of development. In Term 2, English and Maths have allocated one lesson a fortnight towards literacy and numeracy catch-up for identified students. Twice per year, students will be tested, allowing us to gauge levels of progress and need for additional intervention.

In addition to the above, broadly speaking, we select the lowest performing 10% of students by literacy and numeracy and provide intervention through small group teaching in our Enrichment Department.

#### **Longer term strategies:**

Where students' needs are more complex (including those with Educational Health Care Plans), we take a longer view as to how to support their catch-up in Reading and Numeracy. The students who did not reach the expected benchmark in Year 7 continue to receive intervention in Year 8. We also encourage parents to continue to read with their children at home and to practise times-tables.

Further longer-term strategies include appropriate curriculum provision with the use of Enrichment lessons in Years 9-11 and guided GCSE pathways, including emotional and social support through qualifications such as the Certificate of Personal Effectiveness.

### **Review of expenditure from previous year and impact**

Last year, we were allocated £9000 to support the progress of our 58 students who fell below the KS2 scaled score benchmark of 100 (average for Reading and Maths). We piloted an intensive intervention programme in our English Department which resulted in 54 students making significant progress, achieving over 100 in re-tests carried out over the year. Of the 4 students who did not make expected progress, 2 were in receipt of the Pupil Premium, and all 4 had additional Special Educational Needs (with 1 student having a complex Statement (EHCP) for SEN). In Maths, we were able to focus on the lowest performing 10% through intervention work in our Enrichment Department.

In addition to the above, the funding was used to support our Reading Intervention Programme and to provide accessible books for less confident readers. Students benefitted in their Maths and English lessons by the support given from trained LSAs and also small group work from the HLTA team in our Enrichment department.

As a result of the success of the measures taken in English last year, we have made the decision (as outlined above) to allocate additional curriculum time to Maths in Year 7 for the coming year, allowing us to follow a similar intervention strategy.