

## **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 successfully access the secondary curriculum. The 'expected' level for a Year 7 student, based on Year 7 SATs, is a score of 100. For 2018/19 we have 25 students falling below this benchmark collectively (average score for Maths and Reading).

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. 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 2018)**

Around four-fifths of our Year 7 students achieved the 100 scaled score benchmark while at primary school. 26 students missed the expected standard in Reading and 35 in Maths. 25 students have arrived with an average scaled score below 100 for Reading and Maths.

#### **Year 7 interventions:**

- From the start of Year 7, we set up and run our rapid reading intervention group, with the support of our LSA team and Sixth Form students (additionally some funding is used to source accessible books for less confident readers)
- Vulnerable students are invited to join our transition support group
- During Term 1, the Maths and English departments assess all students to ensure we are working with the correct ones and to gain additional insight into areas in need of development
- In Term 2 Maths, allocate one lesson a fortnight towards numeracy catch-up for identified students
- English catch-up from Term 2 is arranged through booster sessions, involving small group teaching beyond the classroom. Students continue to attend the booster sessions until they have made the required level of progress
- Twice per year, students are tested in Maths and English, allowing us to gauge levels of progress and the 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
- The general aim is to enable students to make good progress so that they are 'on track' in relation to their progress flight path

#### **Year 8 to 11:**

- The students who did not reach the expected benchmark in Year 7 continue to receive intervention in Year 8, with continued attendance at Reading Intervention
- We encourage parents to continue to read with their children at home and to practise times-tables
- Students who attended small group teaching lessons in our Enrichment Department continue with this provision through Year 8
- In Year 9, children begin their GCSEs, giving us an opportunity to implement appropriate curriculum provision with the use of Enrichment lessons 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 students who fell below the KS2 scaled score benchmark of 100 (average for Reading and Maths). 40 students were given additional support in Maths and 30 in English. Our aim was to ensure that as many of these students as possible achieved the 'expected' (in-house) academic standard by the end of Year 7. We measured this against our KS3 curriculum Mastery bands (Surface, Deepening, In Depth and Profound). For a student finishing Year 7 and entering Year 8, the 'expected' standard in English and Maths is 'Deepening'.

We piloted our small group booster sessions in English, which contributed towards 20 of the 30 students in English reaching the expected (in-house) standard by the end of Year 7.

In Maths, we were able to focus on the lowest performing 10% through intervention work in our Enrichment Department, alongside the use of an additional lesson per fortnight. As a result, 24 of the 40 students reached the expected (in-house) standard by the end of Year 7.