

## Year 7 Catch Up Literacy and Numeracy



**Eligibility** – number of pupils funded for catch-up, determined by DfE:  
‘less than expected progress at primary level/below secondary-ready score’

	No. funded
<b>2012-3</b>	36
<b>2013-14</b>	49
<b>2014-15</b>	47
<b>2015-16</b>	22
<b>2016-17</b>	23
<b>2017-18</b>	tba 03/18

Activity/Resources	Intended Impact	Evidence
<b>Small group numeracy withdrawal (groups of 2-3 pupils) Year 7</b>	Improve confidence and fluency on specific topics pupils find difficult.	Tutor assessment. Cross referenced to teacher assessment before and after.
<b>Numeracy Parent-Teacher-Pupil Evening</b>	Celebrate success at end of intervention - July. Give parents tips and resources for reinforcing basic numeracy at home.	Parent feedback gathered at evening.
<b>Literacy – Sound Training Small group booster. Start in Year 8. External provider 2013</b>	Bridge the gap of the summer holidays.	Teacher assessment start of Year 8 and again 6 weeks later.
<b>Accelerated Reader</b>	Increase reading activity and facilitate measurable progress in reading and targeted intervention where required.	Accelerated Reader progress records.
<b>Literacy Booster Sessions After School</b>	Improve confidence and ability on weaknesses identified for individual pupils.	Assessment in English and tutor baseline and subsequent assessment.
<b>Paired Reading</b>	Reading catch up (progress) and confidence building.	Assessment Sept, Dec, Mar, July. Reading ages increase dramatically.
<b>Year 7 spelling intervention</b>	Increase knowledge, understanding and use of spelling patterns.	Assessment Sept, Dec, Mar, July. Spelling ages increase dramatically (see data)
<b>Year 7 spelling and reading Parent-Teacher Evening</b>	Increase parental knowledge and understanding of how literacy is taught in school so that they can support at home.	Attendance and feedback. Previously January now December.
<b>HLTA training in Literacy and Numeracy</b>	Enhance skills of HLTAs in withdrawal, but also in developing and refining whole school approach to Literacy.	Input into departmental and school development planning on whole school Literacy and Numeracy.

<b>Specialist teacher training in improving Literacy skills</b>	Equip teachers with whole school responsibility with skills and strategies to promote effective literacy teaching across the school.	As a result of INSET, teachers will explicitly teach literacy skills across the curriculum.
<b>In-house INSET and professional reflection sessions for teachers of 7E and 7N</b>	Ensure consistent approaches to the delivery of literacy skills for pupils with identified difficulties.	Attendance, lesson observation, pupil progress.
<b>Investment in resources</b>	Develop in-house expertise in Learning Support Department. Provide time and quality resources to allow them to provide at level of external providers.	High quality/'professional' resources that are appealing to pupils.

# Year 7 Catch-up Fund Impact 2012-2017

All pupils involved in this intervention have been identified as starting in Year 7 having made LEP (less than expected progress) at primary school. To move from LEP at the start of Y7 to EP or MEP is an indicator of significant impact.

MEP = more than expected progress,

EP = expected progress,

LEP less than expected progress against teacher target.

## Numeracy Interventions

- Small group numeracy tuition (withdrawal)
- Parent-Teacher-Tutor event
- Small nurture classes (7E and 7N) with additional TA support

### Maths

	No. pupils	MEP	EP	LEP
<b>2012-3</b>	33		21	12
<b>2013-14</b>	32	6	13	13
<b>2014-15</b>	19	4	8	7
<b>2015-16</b>	14	4	9	1
<b>2016-17</b>	26	8	10	8

These figures show pupils' progress at the end of Year 7 and are based on the summative Year 7 exam. For details about the short and long-term progress of individuals, please ask to see the records of the numeracy tutors and the class teacher or speak to the Head of Maths.

## Literacy Interventions

- Spelling withdrawal classes, 1 hour per week
- Paired Reading, 3 15 minute sessions per week
- Small nurture classes (7E and 7N) with additional TA support, differentiated curriculum and primary trained teaching support
- Word Wasp for those selected by Learning Support Department
- Parent-teacher spelling and reading event
- More accessible Accelerated Reader books stocked
- TA/HLTA support in English

### English

	No. pupils	MEP	EP	LEP
<b>2012-3</b>	15	6		9
<b>2013-14</b>	40	27	13	
<b>2014-15</b>	17	7	9	1
<b>2015-16</b>	15		11	4
<b>2016-17</b>	29	5	13	11

These figures show pupils' progress at the end of Year 7 and are based on the summative Year 7 exam. Available in school are the spelling and paired reading intervention data for named pupils – please see Head of Learning Support. For information about individual pupils please see Second in English or the records of class teachers.