

Year 7 Catch Up Literacy and Numeracy Overview

Eligibility – number of pupils funded for catch-up, determined by DfE:

‘less than expected progress at primary level/below secondary-ready score’

	No. funded
2012-3	36
2013-14	49
2014-15	47
2015-16	22
2016-17	23
2017-18	29

Activity/Resources	Intended Impact	Evidence
Small group numeracy withdrawal (groups of 2-3 pupils) Year 7 or Year 8	Improve confidence and fluency on specific topics pupils find difficult.	Tutor assessment. Cross referenced to teacher assessment before and after.
Accelerated Reader	Increase reading activity and facilitate measurable progress in reading and targeted intervention where required.	Accelerated Reader progress records.
Literacy Booster Sessions After School	Improve confidence and ability on weaknesses identified for individual pupils.	Assessment in English and tutor baseline and subsequent assessment.
Paired Reading	Reading catch up (progress) and confidence building.	Assessment Sept, Dec, Mar, July. Reading ages increase dramatically.
Year 7 spelling intervention	Increase knowledge, understanding and use of spelling patterns.	Assessment Sept, Dec, Mar, July. Spelling ages increase dramatically (see data)
Year 7 spelling and reading Parent-Teacher Evening	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.
Specialist teacher training in improving Literacy skills (inc THRASS)	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.
In-house INSET and professional reflection sessions for teachers of 7E and 7N	Ensure consistent approaches to the delivery of literacy skills for pupils with identified difficulties.	Attendance, lesson observation, pupil progress.
Investment in resources	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.
Mental Well-Being: .b 10 week course	Build self-esteem, confidence and teach coping strategies	Pupil exit survey gave examples of applying strategies. Research base behind programme.

Year 7 Catch-up Fund Impact 2012-2018

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
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The figures below show pupils' progress in Maths at the end of Year 7 and are based on the summative Year 7 exam. For records of the short and long-term progress of individual pupils see the **Head of Maths (PTC)**.

	No. pupils	MEP	EP	LEP
2012-13	33		21	12
2013-14	32	6	13	13
2014-15	19	4	8	7
2015-16	14	4	9	1
2016-17	26	8	10	8
2017-18*	29	6	16	7

Literacy Interventions

- Spelling withdrawal classes, 1 hour per week
- Paired Reading, 3 15 minute sessions per week
- Literacy intervention (after-school club)
- Small nurture classes (7E and 7N) with additional TA support, differentiated curriculum and primary trained teaching support
- Parent-teacher spelling and reading event
- More accessible books and resources stocked

These figures show pupils' progress in **English** 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 and impact data for individual pupils – see the **Head of Learning Support (CS)**. For information about progress of individual pupils please see the **Second in English (GCP)**.

	No. pupils	MEP	EP	LEP
2012-13	14	6		9
2013-14	40	27	13	
2014-15	17	7	9	1
2015-16	15		11	4
2016-17	29	5	13	11
2017-18	28	3	11	14