

Year 7 Literacy and Numeracy catch up premium

Section A: 2013-14 provision and outcomes

The government provides additional funding to schools for each Year 7 student who did not achieve at least level 4 in the Key Stage 2 National Curriculum tests in reading and/or mathematics.

The purpose of this funding is to enable schools to deliver additional support, such as individual tuition or intensive support in small groups, in order to raise the progress and achievement of these students.

In the academic year 2013/14, we received an additional £500 of Catch Up Premium funding for each of these students, which was used to support them in year 7 in order to reach their full potential at Endon High School.

Number of pupils and Year 7 catch up premium received	
Total number of pupils on roll in Year 7 September 2013	125
Total number of pupils eligible for Y7 catch up premium	Literacy = 17, Numeracy = 6
Amount of catch up premium received per pupil	£500
Total amount of catch up premium received	£ 9,500

Focus areas and desired outcomes	Barriers to Learning	Success Criteria	Chosen Strategies	Evaluation of impact	Effectiveness of strategies.
<i>To raise the reading ages of students so that they can access the whole curriculum more successfully.</i>	Lack of appropriate reading books. Lack of organisation with regards to reading. Lack of interest in reading.	Students reading ages will improve, so that they are nearer to their chronological ages. Students will enjoy reading for pleasure.	The school invested in the Accelerated Reader Scheme. Students also took part in a comprehensive reading buddy scheme. The range of suitable reading books in the library was extended, (following the Accelerated reader ratings on books) to include current interests and popular titles. Students participate in ERIC (Everyone Reading in Class) on a weekly basis. We introduced a dedicated reading lesson into the English Curriculum once per fortnight.	On average students increased their reading age by just over one full year per student, which is significant bearing in mind their low starting points. In a student voice survey at the end of the year, 84% of students said that they now read more than ever before.	The Accelerated Reader Scheme was highly successful and as a consequence we have extended its use into year 8 so that these students can continue to be part of the Scheme and to improve their reading ages.
<i>To improve the English attainment of students from their KS2 starting points, aiming to reach at least Level 4 by the end of the year.</i>	Lack of confidence in ability. Lack of organisation with work. Weak literacy skills and specific learning difficulties such as dyslexia.	Students will reach at least Level 4 by the end of Year 7.	Quality first teaching within the English department, including differentiated resources and teaching. Targeted use of Teaching assistants to support students in accessing the curriculum. Small class sizes in a nurture group. Direct Instruction intervention programmes led by SEN team.	14 out of the 17 students had improved their levels to at least level 4 by the end of Year 7. Two students still on a Level 3 had improved by nearly two levels since KS2.	The strategies have proved successful in enabling students to achieve higher levels and will be adopted again for in-coming Year 7 students. The three students who had not reached level 4 each have additional special needs which are supported through our SEN team.

<p><i>To improve confidence in and enjoyment of maths, thus raising achievement levels.</i></p>	<p>Lack of confidence in Maths. Weak literacy skills preventing full access to the Maths curriculum. Specific learning difficulties.</p>	<p>Students will improve achievement levels in Maths, aiming for level 4 by the end of the year.</p>	<p>Quality first teaching within the Maths department. Small group sizes enabling a higher than average teacher: pupil ratio. Lunch time intervention sessions led by experienced teaching staff to boost progress. The school also purchased numeracy games to boost confidence in Maths.</p>	<p>All students improved their levels in Maths by the end of year 7 with 3/6 reaching Level 4. Two of the students who had not yet reached Level 4 have a statement of special need and started from a lower base.</p>	<p>The strategies have proved successful in enabling students to achieve higher levels and will be implemented again for incoming Year 7 students.</p> <p>There will be continued intervention to support students not yet reaching Level 4 as they move into Year 8.</p>
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Section B: 2014-15 planned provision and expected outcomes

Focus areas and desired outcomes	Success Criteria	Chosen Strategies
<p><i>To raise the reading ages of students so that they can access the whole curriculum more successfully.</i></p>	<p>Students will increase their reading age at least in line with their chronological age.</p>	<p>Accelerated Reader Scheme, Reading Buddies, ERIC, dedicated reading lessons. Direct Instruction intervention programmes.</p>
<p><i>To improve the English attainment of students from their KS2 starting points, demonstrating measurable progress by the end of the year.</i></p>	<p>Students will improve their competence and skills in English, so that their assessment levels improve throughout the year.</p>	<p>Spelling Buddies, bespoke Handwriting intervention led by a specialist teacher, specialist small group intervention programmes led by a tutor. Teaching Assistant support to access the curriculum.</p>
<p><i>To improve confidence in and enjoyment of maths, thus raising achievement levels.</i></p>	<p>Students will achieve measureable progress in Maths by the end of Year 7.</p>	<p>Lunchtime intervention sessions led by experienced teacher. Teaching assistant support in class.</p>