

Year 7 Literacy and Numeracy catch up premium

Section A: 2016-17 provision and outcomes

The government provides additional funding to schools for each Year 7 student who did not achieve the expected standard at the end of Key Stage 2 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 2016-17, we received additional Catch Up Premium funding as shown below, which was used to help these students 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 2016	142
Total amount of catch up premium received	£ 5,660

Focus areas and desired outcomes	Barriers to Learning	Success Criteria	Chosen Strategies	Evaluation of Impact and Effectiveness of strategies.
<p><i>To encourage a love of reading with students so that their reading ability improves and they can access the whole curriculum more successfully.</i></p>	<p>Lack of appropriate reading books. Lack of organisation with regards to reading. Lack of interest in reading.</p>	<p>Students reading ages will improve, so that they are nearer to their chronological ages. Students will enjoy reading for pleasure.</p>	<p>The range of suitable reading books in the Learning Resource Centre (LRC) was extended, to include current interests and popular titles. Students participate in ERIC (Everyone Reading in Class) on a weekly basis. All students in Year 7 had a dedicated reading lesson within their English Curriculum once per fortnight to support those with lower reading ages, which was facilitated by additional staffing.</p>	<p>All students and staff are involved in ERIC. The LRC is a busy reading environment which is used extensively during and after school. Subject leaders analyse the percentage increases of students achieving Secure levels through assessments during the year. We continue to place a whole school emphasis on reading, with reading now being incorporated into the whole KS3 programme of study.</p>
<p><i>To improve the English attainment of students from their KS2 starting points.</i></p>	<p>Lack of confidence in ability. Lack of organisation with work. Weak literacy skills and specific learning difficulties such as dyslexia.</p>	<p>Students' outcomes will be more in line with age-related expectations by the end of the year.</p>	<p>Quality first teaching within the English department, including differentiated resources and teaching. The school has purchased and extensively used "The Literacy Box" which comprises differentiated comprehension, vocabulary and grammar activities and assessments. 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 SEND team.</p>	<p>The strategies have proved successful in enabling students to achieve higher levels with an increasing number achieving Secure levels in assessed work. Strategies will be adopted again for in-coming Year 7 students. The Literacy Box resources and associated teaching is rolled out into Year 8. The School holds Dyslexia Friendly status.</p>

<i>To improve confidence in and enjoyment of maths, thus raising achievement levels.</i>	Lack of confidence in Maths. Weak literacy skills preventing full access to the Maths curriculum. Specific learning difficulties.	Students will improve achievement levels in Maths, with a greater percentage of students reaching "Secure" in assessments by the end of Year 7.	Quality first teaching within the Maths department. Small group sizes enabling a higher than average teacher: pupil ratio. The school has also purchased Maths Box access to web resources which provides weekly skills activities and assessments.	The strategies have proved successful in enabling students to achieve higher levels, with an increasing number achieving Secure outcomes and the strategies will be implemented again for in-coming Year 7 students.
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Section B: 2017-18 planned provision and expected outcomes

Focus areas and desired outcomes	Success Criteria	Chosen Strategies
<i>To improve the English attainment of students from their KS2 starting points, demonstrating measurable progress by the end of the year.</i>	Students will improve their competence and skills in English, so that their assessment levels improve throughout the year.	Additional Staffing to support those with weak literacy skills within the classroom. Academic mentoring programme with a specialist mentor to assist transition to High School, focusing upon literacy techniques to improve outcomes. Teaching Assistant support to access the curriculum. DI intervention programmes for targeted students.
<i>To improve confidence in and enjoyment of maths, thus raising achievement levels.</i>	Students will achieve measureable progress in Maths by the end of Year 7.	Purchase of multi-link cubes to aid a concrete approach to topics such as algebra. Homework books and knowledge organisers issued to students each half term. Teaching assistant support in class for students with weak numeracy skills.