

## **The County High School, Leftwich** **Year 7 Literacy and Numeracy Catch-Up Premium Funding**

DfE Literacy and Numeracy Catch-Up Premium funding provides schools with additional funding for students who did not achieve expected national standard in Reading and/or Maths in the National Curriculum Tests at the end of Key Stage 2. The 'ring-fenced' funds are provided to all state-funded schools with a Year 7 cohort and are to be spent on provision which enables the students to 'catch-up' with their peers during the first year of Key Stage 3.

### **2017-18**

In 2017-18, The County High School, Leftwich received £9,653 for 62 Year 7 students who had not achieved expected national standard in Reading and/or Maths at Key Stage 2. This was used to contribute (approximately 60%) towards the staffing costs of the Academy's Catch-Up programme, where the weakest students (those scoring below 95 standardised score) followed a 'Catch-Up' programme throughout Year 7 specifically designed to address their individual learning needs and hence accelerate their English and Maths progress. These students attended either 1-1 or small group sessions delivered by qualified teaching staff and received highly bespoke packages of intervention. Those who did not meet national standard but achieved standardised scores of 95-99 were provided with additional classroom support in both Maths and English lessons. In Maths, Numeracy lessons were taught to all students. Those with below national standard entry scores were placed in specific classes where key skills could be taught. In English, there was a paired reading programme where weak readers work with our older students to improve their skills. Additionally, bespoke interventions were delivered by a specialist Learning Support Assistant.

### **How we assessed the effect on attainment**

Progress was checked via continuous assessment throughout the year in English and Maths. Final attainment was measured against student targets at the end of Year 7 in both subjects via formal assessments (mainly written examinations) used with the whole Year 7 cohort.

### **What effect the expenditure had on the attainment of the students for whom it was allocated**

Of the 62 students it should be noted that 24 were funded for both English and Maths, 22 for English only and 16 for Maths only.

Of the 19 weakest students who received focused English intervention, 12 pupils met their end of Year 7 target. It is worth noting that our targets are equivalent to the 20<sup>th</sup> percentile progress of similar students across the country. A further 4 pupils exceeded their challenging yet attainable target. Of the weakest 14 students who received focused Maths intervention, 10 pupils met their end of Year 7 target. A further 2 pupils exceeded their challenging yet attainable target.

Of the 27 pupils who did not meet the national standard in Reading, but achieved standardised scores of 95-99, 19 pupils met their end of year target and a further 3 pupils exceeded their target. 5 pupils did not meet their target and will be subject to further bespoke interventions when in Year 8. Of the 26 pupils who did not meet the national standard in Maths, but achieved standardised scores of 95-99, 22 pupils met their end of year target and a further 2 pupils exceeded their target. 2 pupils did not meet their target and will be subject to further bespoke interventions when in Year 8.

Of the 24 pupils who required interventions in both English and Maths, all met their target in at least one area, 16 of the pupils met their targets in both English and Maths and a further 2 pupils exceeded their targets in both.

### **2018-19**

To build upon the success of the 2017-18 Catch-Up programme as described above, the funding will again be used to contribute approximately 60% of the staffing costs of the same year-long programme of 1-1 and small-group provision for the weakest learners and classroom based interventions for those more able, delivered by specialist teaching staff and once again designed to accelerate English and/or Maths progress. In English sessions, the weakest pupils will follow a bespoke reading programme which will be continually monitored in order to ascertain pupil progress. For the weakest Mathematicians, Maths Catch-up lessons will be bespoke as per individual students' identified areas of weakness, where there will be a specific focus.