



YEAR 7 CATCH UP PREMIUM

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve at least the expected level in reading or maths at the end of key stage 2 (KS2). Schools receive £500 for each pupil in year 7 who did not achieve at least a scaled score of under 100 for Reading or Maths at the end of KS2. All schools have to report on how this money was spent, as well as the impact of the premium to those pupils who are eligible.

Expenditure overview and impact assessment for 2019-20

The literacy and numeracy catch up funding provides schools with additional funding to support those children who performed below national expectations at KS2 in English and Maths. It is provided to all state funded schools with a Year 7 cohort.

This overview addresses the following areas:

- Woodlawn School's funding allocation for the current academic year
- Details of how we spent the previous year's allocation (2020/21)
- How last year's allocation made a difference to the attainment of the pupils who benefited from the funding.

Woodlawn School received an additional £8,000 for the academic year 2020/21

Expenditure for 2020/21

Additional focus activities

The curriculum is structured to enable those pupils who would benefit from additional support in English and/or math to have timetabled lessons. Students in this group accessed additional English and maths teaching individually and in small groups where appropriate.

This small group allowed intensive and extended support to meet the needs of these pupils, ensuring that their core skills (which underpin the rest of the curriculum) were developed.

Read write inc a whole school multisensory resource for supporting the teaching of reading writing and spelling skills was bought as a whole school approach to teaching reading skills. This is a systematic and dynamic literacy programme rooted in phonics. This programme was purchased with the aim of promoting a reading culture across year 7 to 9. Read write inc is used in school to accelerate the progress of those pupils who receive the catch up funding specifically with reading, which is a skill which determines how well they can access the rest of the curriculum.

The English Intervention Lead Learning Mentor worked with pupils to build reading skills and confidence to read. The intervention teacher worked with pupils to build maths basic skills using school Numicon resources and other practical resources to develop confidence and engagement.

Pupils accessed additional support sessions weekly in small groups and 1:1 where required.

Of the 17 pupils receiving this additional support in Yr 7 progress as below. Woodlawn School use the B Squared Data tool to measure pupil progress. This data shows how much progress was made during the school year. Where 50% recorded below this means a pupil made a half step of progress. If more than 100% then more than one step of progress made during the year. To note pupils 4, 8, 9, 11, 14, 15, 17 were new to Woodlawn School and were baselined and assessed during the school year resulting in a larger than usual percentage of annual progress.

Also to note that this academic year we have had a disrupted year due to the national Covid -19 measures. Many of the pupils listed below remained in school throughout this disrupted period but some had a difficult time owing to their own or family ill health. Their progress was impacted by this.

	English - Reading	English - Writing	Maths - Number	Maths – Measures/ Shape
Pupil 1	8%	11%	8%	9%
Pupil 2	5%	20%	48%	11%
Pupil 3	64%	59%	5%	25%
Pupil 4	338%	350%	260%	262%
Pupil 5	69%	183%	440%	314%
Pupil 6	13%	5%	5%	42%
Pupil 7	11%	78%	11%	3%
Pupil 8	476%	481%	483%	435%
Pupil 9	422%	340%	477%	439%
Pupil 10	86%	62%	11%	3%
Pupil 11	252%	240%	465%	435%
Pupil 12	16%	46%	27%	15%
Pupil 13	26%	2%	6%	3%
Pupil 14	239%	362%	438%	330%
Pupil 15	524%	445%	450%	522%
Pupil 16	3%	4%	73%	26%
Pupil 17	359%	262%	344%	327%