



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 intend to spend this year's allocation (2020/21)
- Details of how we spent the previous year's allocation (2019-20)
- How last year's allocation made a difference to the attainment of the pupils who benefited from the funding.

Woodlawn School received an additional £3,000 for the academic year 2019-20

Expenditure for 2019-20

English

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.

Of the six pupils receiving this additional support in Yr 7 progress as below:

Pupil 1.

He is consistently using full stops in his work. He continues to work on building his spelling skills, slowly progressing in decoding CVC and CVCC words. When X takes his time, he can often isolate the sounds in CVCC. X does not show much interest in reading generally however, he is progressing steadily through the Read Write Inc books and can be motivated by books based around cars. When he is engaged by a story X is able to use the narrative structure, asking a range of questions.



Pupil 2.

He is always eager to engage with the class reading and enjoys exploring a range of books. He has demonstrated he has good levels of comprehension, evaluating what he is reading, whilst also decoding longer words and full sentences within books of interest. When drawing pictures to tell a story he independently writes key words, decoding sounds when words are trickier and showing he has some imaginative ideas.

Pupil 3.

In writing, he has shown that he can construct grammatically correct sentences with varied punctuation. His choice of vocabulary is growing. In reading he is becoming more confident. He is more willing to answer questions and is now confident to explore contents pages and indexes. When asked questions he answers correctly and is beginning to show a willingness to acknowledge his peers opinions.

Pupil 4.

He has developed his use of varied vocabulary and punctuation. There has been progress in how he structures his work with the use of paragraphs and his understanding of writing for a target audience. X's reading has improved and he now has a much clearer way of explaining and justifying his choices using evidence from the text. One of the most pleasing areas of development has been the confidence X has been showing during class discussions. It is clear that he is thoughtful and he is now beginning to share his ideas with his peers which is of real benefit to the whole group.

Pupil 5.

In reading he has developed his comprehension skills and uses of evidence within the text to explain his answers. X has gained confidence to join in class discussions. This has been really pleasing to see as X can be very insightful and offers unique and insightful opinions.

Pupil 6.

The additional intervention sessions and reading both in the morning and during Read, Write Inc. sessions is building X's confidence and ability to apply phonic knowledge. He performs much better in a one to one/ pair group setting as he is able to maintain focus more. With verbal prompts it is clear that X can use his phonetic knowledge to blend sounds and produce unknown words.

Maths

At the beginning of the school year all staff refreshed their training in the use of Numicon led by the Maths coordinators in school:

Keely Crowther – Primary lead

Glen Whalley – Secondary lead.

Numicon supports concept building through practical mathematical activities.

Further CPD to all staff included: 'Talk 4 Maths' which is an approach developed in school to support pupil's use of language to develop understanding of maths.

The class teaching assistants worked with the year 7 pupils to build confidence in maths and to develop understanding of core skills set in a problem solving context.

Progress in maths skills as below:



Pupil 1.

He has shown a good understanding of place value in terms of ones and tens, though less confident with numbers in the hundreds. He has shown he can add, subtract and can multiply and divide simple numbers. He uses physical resources to help him solve problems - Numicon, number lines, Unifix blocks, etc

Pupil 2.

X is able to add/subtract sums in written form into thousands, using place value up to a 10's of thousand, including ordering, rounding up/down, using negative numbers and also writing numbers in word form. X has also demonstrated an increased understanding of geometry in terms of classifying angles - acute and obtuse, measuring them and drawing them with a degree of accuracy. He has also increased his ability to accurately measure time using analogue clocks to the nearest minute. X has also further enhanced his multiplication/division for 6 and 7 times tables and the speed at which he can solve these.

Pupil 3.

Progress includes being able to add/subtract sums in written form into 10's of thousands, using place value up to a million including ordering, rounding up/down, using negative numbers and also writing numbers in word form. X has also demonstrated an increased understanding of geometry in terms of classifying angles such as acute, obtuse and rotated right angles, measuring them and drawing with a good level of accuracy. He has also increased his ability to accurately measure time using analogue and digital clocks to the nearest minute, including 24 hour and also calculate time intervals and reading time tables. X has also enhanced his multiplication/division for 6 and 7 times tables.

Pupil 4.

Progress includes now being able to add/subtract sums in written form beyond 200, ordering numbers up to 200 for place value (using a blank number line), using greater than/less than symbols accurately and also writing numbers in word form up to 100. X has also demonstrated an increased understanding of shape by recognising 2D and 3D shapes and their properties. He has also increased his ability to tell the time using analogue clocks - half past, quarter to/past and in part the nearest 5 minutes. X has also demonstrated and enhanced his multiplication/division for 3 and 4 times tables, though needs more sustained practice for these.

Pupil 5.

X has demonstrated his ability to use and apply mathematical strategies to support him when working with equations and inverse relationships. He is successfully completing long equations, effectively using this knowledge and supports such as number squares where needed to solve problems independently. X has also made good progress in his ability to tell the time, using both digital and analogue clocks however would benefit from continuing to develop his knowledge of 24 hour digital time identifying am and pm time.

Pupil 6.

X has shown good progress in his ability to identify numbers up to 20. He can order, count on and rote count with numbers to 20 and is beginning to expand on this going beyond 20. X likes to use number squares and lines to complete his number work, independently identifying two number digits and recognising one more and one less when verbally



requested. In addition to this X has also developed his adding and subtraction skills, he is confident in independently completing sums using numbers up to 10 and is growing more confident in transferring these skills with numbers to 20. When working with shapes X can confidently identify all 2D and most 3D shapes, finding these within his environment and identifying which ones are symmetrical.

Year 7 catch up actions 2019-20

Woodlawn School is determined to support students who have not made national expected progress in either or both of English and Maths to ensure that core skills are developed.

This is to embed success in English and Maths, but also so that students can be successful across a diverse and rich range of subjects with a core literacy and numeracy base.

Strategy	Additions
Termly assessment of progress and where necessary, adjusted approaches.	
Reader programme: promoted through intensive focus on ensuring that students of all abilities are actively reading for meaning.	Tracking systems for reader programme pupils combined with priority reader focus in library lessons each week for reluctant/less competent readers
Extra English sessions: students who are less secure in English will receive additional lessons.	Additional staffing will ensure timetabled skill-based lessons from an additional member of staff.

Woodlawn School has received £8,000 for the 2020-21 academic year and will employ the following strategies

The 16 x Year 7 pupils working at a level below level 4 in English and Maths will be supported with additional reading sessions with the reading intervention Lead Learning Mentor and 'Talk 4 Maths' sessions with the Maths teacher.

Strategy	Action
Termly assessment of progress and where necessary, adjusted approaches.	Teacher 1:1 meeting with Outcomes lead in school. Progress addressed to ensure all on track and meeting targets.
Reader programme: promoted through intensive focus on ensuring that pupils of all abilities are actively reading for meaning.	Timetable Yr 7 pupils and those pupils requiring additional support to make expected progress.
Priority reader focus in library lessons each week for reluctant/less competent readers.	Class teachers to prioritise Yr 7 pupils below level 4.
Integrated therapy project to support integrated education (English/ Maths) and therapy for pupils with more complex SEN and learning.	Therapy project planned to support pupils with their learning in both curriculum lessons and other opportunities across the school day e.g. opportunities for communication during lunch break.