



## **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 level 4 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 level 4 in 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 2017/18**

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 (2018-19)
- Details of how we spent the previous year's allocation (2017-18)
- How last year's allocation made a difference to the attainment of the pupils who benefited from the funding.

### **Woodlawn School received an additional £6,000 for the academic year 2017-18.**

#### **Expenditure for 2017-18:**

##### **English**

The curriculum is structured to enable those pupils who would benefit from additional hours 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.

However, the main aim of purchasing this CPD and resource programme for staff was 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 Teaching Assistant worked with pupils to build reading skills and confidence to read.

Data analysis shows that 5 of the 11 pupils received this additional support, all 5 exceeded their reading targets, and all met or exceeded their targets in the other areas of English - writing, comprehension and expression.



## **Maths**

All staff received CPD training in 'Talk 4 Maths' an approach developed to support pupils 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.

Data analysis shows that of the 7 pupils receiving this additional support all met or exceeded their maths targets for the year.

Of the Yr 7 cohort 6 pupils present with more complex SEN and were supported in their English curriculum with additional resources including additional SALT intervention through a class project to maximise integrated therapy and education.

## **Year 7 catch up actions 2017-18**

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 £3,500 for the 2018-19 academic year and will employ the following strategies**

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 teaching assistant and 'Talk 4 Maths' sessions with the Maths teacher.

Of this cohort 2 pupils present with more complex SEN and will be supported in their English and maths curriculum with additional resources including additional SALT intervention through a class project to maximise integrated therapy and education.

Strategy	Action
Termly assessment of progress and where necessary, adjusted approaches.	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.
SALT project to support integrated education (English/ Maths) and therapy for pupils with more complex SEN and learning.	SALT 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.