

Year 7 Literacy and Numeracy Catch-up Premium

Overview

The literacy and numeracy catch-up premium gives all state-funded schools additional funding to support Year 7 pupils/students who did not achieve at least the expected level in reading and/or maths at the end of Key Stage 2. This 'expected level' is changed from Level 4 NC.

Schools will receive an additional £500 for each pupil/student in Year 7 who did not achieve at least level 4 (previous criteria) in reading and/or maths at the end of KS2. **(amount expected to remain at £500 in 16-17)**

This additional funding has been allocated to every school because national figures show that, on average, this group does not achieve as well as their peers across the country. This group of students however are able to do just as well as all other students and the funding is therefore to support schools to address this issue.

How must this money be used?

Schools assess the individual needs of each of the pupils who attract the year 7 catch-up premium to decide the best way to use the funding. We only select programmes and approaches that we know are effective.

How much funding does Torpoint Community College receive?

Schools receive an additional £500 for each pupil in year 7 who did not achieve at least level 4 in reading and/or maths at the end of KS2. The allocation is decided from information collected in the Autumn Census.

In 2013/14 TCC received £14500

The 2014/15 TCC received **£7,500**

In 2015/16 TCC received **£8,500**

In 16/17 – TBC (it is suggested, for planning purposes, £7,500 should be used).

How does TCC use this funding?

TCC uses this funding to provide extra support for those students who need additional literacy and numeracy support in order to achieve success in line with school and national expectations

- 1-1 and small group intervention in English and mathematics led by specialist staff, teaching staff and our specialist literacy interventions Learning Mentor
- Homework support and independent learning resources purchased, such as ARTi reading support, and Wordshark and My Maths
- All students participate in Accelerated Reader (STAR assessment) and there are identified texts provided to support those identified as in receipt of Catch Up Premium students
- ARTi Reading tests are also used
- The English Learning Mentor runs Book Buddies as a reading intervention programme designed to raise the reading ages of lower ability children
- The area additional classes in both English and Maths, classes are maintained as deliberately small, the timetable is extended and recruitment of specialists (both teachers and Learning

Mentors) is focused on. (This allows the teacher to use a much broader range of resources and activities.)

- Reflection and Planning time with Primary colleagues
- Expertise gained by appointing identified leads for this are in TCC: 2 co-ordinators.
- Attendance related support structures and pastoral support services are also needed by a number of this group. We employ a full time Attendance Manager and have appointed an identified Attendance Co-ordinator as well as a Senior Leadership (CLT) team link. We also employ an Attendance Consultant on an ad hoc basis to work with individual students and to help us review and improve our processes. We employed the Educational Welfare Services of Plymouth having made a decision to change to this effective service. We also have strong pastoral leads via the Vertical House system who works with us one day a week.

TCC objectives for spending the grant

For students eligible for Catch-up funding to make expected and better than expected progress academically and to share as fully in school life as all other students.

How does TCC measure success?

TCC tracks the progress of all students, including students in this particular group. Success is evidenced by the outcomes for these students which demonstrates that they are making progress similar to, or in some cases better than their peers in TCC and above average nationally. All students, regardless of catch-up eligibility, took part in extra-curricular activities and all who wished to attend the residential activity were supported to do so. Subject areas (English and Maths) monitor the success of students identified. Further data on the progress made and *the outcomes is 'under construction' and will follow shortly.*

TCC Considerations and Planning for 2016 - 2017

- Accelerated Maths programme was considered in 15-16 and in 16-17 Numeracy Ninjas has been introduced (In order to improve outcomes across the board we run this for all students in Maths, however we have said that for students identified as below expectations (either by KS2 results or our internal assessment) that we can run this every lesson rather than once a week so it would work a little like the reading element of the English lessons. This is only in trial phases for Maths now so we will have to see how best to run the programme with 'Catch up' students.
- Further discussion this year with Primary colleagues due to NAC Coord. link time, and additional Maths teacher plans to accompany NAC Coord. so they can discuss methods and techniques for supporting our least able students drawing on curriculum and resources recommended and used by primary teachers.
- Using information from 15-16 run Y7/8/9 discrete days in Maths with additional sessions which are aimed predominantly for 1:1 work with identified KS4/KS£ students.
- Homework drop in support sessions with 'Catch Up' students as priorities
- Year 12 Maths students supporting in class and detentions sessions (as required)
- Identification on teacher seating plans
- The English Learning Mentor runs Book Buddies as a reading intervention programme designed to raise the reading ages of lower ability children and this will continue in 16-17
- The TRUGS programme will continue in 16-17 with identified students. (*Children with poor decoding skills have the opportunity to complete the TRUGs intervention programme*)

- Assessment (Life without Levels) reflects students' ability