



Year 7 Literacy and Numeracy Catch up Premium

2019-2020

Total Allocated Funding 2019 - 2020: £17,500

Catch up premium is additional funding given to schools to support pupils who did not achieve the expected standard in reading or mathematics at the end of KS2. Each school is allocated funding based on the amount of funding they received in the previous year according to Year 7 students on roll. It is up to schools to decide how to use the funding most effectively to support students who have not reached expected standard in literacy and numeracy.

At The Telford Langley School, we use KS2 entry data, NFER reading tests and Star tests from the Accelerated Reader programme to evidence reading ages alongside base line numeracy tests to evidence numeracy skills. This allows us to identify students who will require increased support enabling them to reach expected standards of literacy and numeracy. Students who have reading ages below 9.6 years are guided onto the PIXL Code phonics reading scheme to best suits their individual needs.

Interventions:

Intervention	Rationale	Implementation	Impact on attainment
PIXL Code programme for improving literacy.	The benefits of the synthetic phonics approach include students learning to blend sounds, segment words in order to spell them and to learn them systematically.	PIXL Code lessons follow a programme of resources. Students are placed according to skills tests to ensure appropriateness of provision in either comprehension or decoding or both.	Students are retested following the PIXL code lessons and decisions are made regarding further interventions based on the students' needs.
Accelerated Reading Scheme	The Accelerated Reading programme (Renaissance Learning) supports students' ability to read and thus supports access to the secondary curriculum as a whole.	The programme is delivered over the year by the LRC managers supported by English staff. Students' reading abilities are tested at three key points. The programme is continued in Year 8 through the English curriculum.	The Star tests from the scheme show the progress of students over the year and intervention decisions are made accordingly.
Curriculum Support groups	Small group work allows a more bespoke focus for students with high levels of literacy and numeracy needs. Small group tuition scores +4 in the EEF Toolkit.	Students are taught by an experienced teacher in two small curriculum support groups to focus on literacy and numeracy skills.	Students' progress is assessed and reviewed throughout the year.
Supported classes	TA support allows a greater staff to student ratio where needed.	Two Y7 groups are targeted more intensively throughout the timetable by TAs to support students with literacy and numeracy during lesson time.	TA support is reviewed throughout the year. TAs liaise with individual staff and will support key students.
Targeted TA support in Maths	There are supported maths groups in Y7 with students identified as having specific numeracy needs. TA support allows intervention and support within the classroom and for small group or 1:1 withdrawal.	Through KS2 SATs scores and baseline Maths tests students are identified as requiring extra support and targeted intervention by TAs and Maths staff is provided in class for individuals and through small group interventions. Some small group withdrawal may be considered.	Students' progress is assessed and reviewed throughout the year

<p>Maths Mastery</p>	<p>Maths Mastery is a programme supported by the National Centre for Excellence in the Teaching of Mathematics and the Department for Education prioritising a new scheme of work to develop a greater depth of mathematical understanding. It prioritises greater depth of study and a slower pace to ensure mastery of topics for all students as they progress. This is developed through the development of mathematical thinking, mathematical language and conceptual understanding, through multiple representation.</p>	<p>The programme is introduced to Y7 and continued throughout KS3. Due to the slower pace of the programme and the move away from the spiral scheme of work, students of varying abilities all have the same opportunity to engage and participate in learning. As the focus is on building conceptual understanding through manipulatives and representation all students learn the building blocks of mathematics.</p>	<p>Students' progress is assessed and reviewed throughout the year allowing acquisition of core knowledge.</p> <p>Assessment is completed half termly, assessing knowledge from that half term and any previous topics learned. Students are provided with question level analysis after each assessment to guide them in their independent work. This QLA is linked to Hegarty Maths to improve student independence.</p>
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