

Year 7 Literacy and Numeracy Catch-up Premium Report for 2014-15

The **Year 7 Literacy and Numeracy Catch-up Premium** was allocated to schools to support all Year 7 pupils who did not achieve a Level 4 in either English (reading) and/or maths SATs at the end of Year 6. In 2015-16 the indicative grant for Harrow Way School is £12,000. From 2016-17 onwards, the literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve the expected standard in reading and/or maths at the end of key stage 2. The expected standard is now defined as a scaled score of 100 or above in these tests (prior to this it was Level 4 or above).

Year	Funding Allocated
2012-13	£13,000
2013-14	£14,000
2014-15	£12,000

This grant has existed for five years and Harrow Way School has used this grant in a number of ways including:

- Employment of TAs's to supervise paired reading project led by Year 10/11 students who support Y7 low readers.
- Part funding of a teacher's salary to teach 7x4, a transition group of vulnerable students who are also below average on entry. They are taught in the same group for half the week – literacy/numeracy/humanities.
- Transition project based around Michael Morpurgo's 'Warhorse'
- Reading intervention paired reading programme (Numeracy and Literacy catch up in tutor time)
- Literacy mats and dictionaries for all classrooms
- Whole school inset on areas such as questioning, metacognition and preparing for longer written responses in exams
- Year 7 Parent event for catch up students to look at how they can support at home with English and Maths
- Continuation of the Year 7 Parent event for catch up students to look at how they can support at home with English and Maths.
- Reading and numeracy intervention (staffing/resources)
- Curriculum spending to improve reading and numeracy (resources/training)

The impact of this intervention has been closely monitored throughout the year:

- Students in this target group are reviewed regularly by the class teacher (7X3/7x4 and the Year 7 Catch-up Premium intervention group);
- This information is collated in Termly Progress reviews updated and sent home termly;

As a result of these interventions and continued excellent teaching and learning, the progress of these students has improved considerably over the course of Years 7 and 8.

Key research findings into literacy interventions include the following:

- Having ‘no intervention’ does not enable pupils with literacy difficulties to catch up (*Brooks, 2002, 2007*);
- Many effective literacy intervention programmes have co-operative learning at their core (*Slavin and Lake, 2008*);
- The key elements of effective teaching approaches for low attainers in literacy include: early intervention, one to one and/or small group support and personalisation (*Brooks, 2002*);
- There are fewer interventions to help pupils struggling with reading in secondary education in comparison to a wide range of interventions designed to help primary pupils (*Brooks 2002, 2007*). However, some interventions that are primarily intended for use in primary schools could be used at any time between the ages of 6 and 14

The following table shows the number of students who were below Level 4 when they joined Harrow Way and the number of students who remained below Level 4 at the end of the years shown:

Year 7 in 2012-13	Start of Year 7	End of Year 7
Below Level 4 – English	12	1
Below Level 4 – maths	16	3
Year 7 in 2013-14	Start of Year 7	End of Year 7
Below Level 4 – English	15	3
Below Level 4 – maths	16	4
Year 7 in 2014-15	Start of Year 7	End of Year 7
Below Level 4 – English	10	1
Below Level 4 – maths	23	3

Reporting

- It is the Headteacher’s responsibility to produce termly reports to Governors (S&C), highlighting progress and impact;
- The success of this intervention is reported termly to the parents of the students receiving support in terms of a termly report and to all parents through this annual report.

Parental contact

Any parental queries regarding the Year 7 Catch-up Premium should be directed to Mr Fluellen Assistant Headteacher.