

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve a scaled score of at least 100 in reading/writing and/or maths at the end of key stage 2 (KS2). In 2017/18 there were 31 students to whom this applied, the majority of whom achieved below the 100 KS2 threshold in both English and Maths.

Our Lady Queen of Peace Catholic Engineering College received additional funding £5,297 in April 2017 to support the literacy and numeracy interventions required for the academic year 2017/18. This additional grant has been primarily used to target support in small groups and for individualised provision.

How have we used our allocation in 2017/18?

Catch up funding has been used to contribute to a number of strategies to support literacy and numeracy, the majority of which are solely focussed on this cohort of children:

- Purchase of the literacy support software Lexia (£2,950)
- Purchase/duplication of the numeracy support resources and assessments (£500)
- Allocation of Teaching Assistants to small group/1:1 interventions
- Additional Study Support after school, staffed by trained TAs, to conduct small group interventions (£24,862)
- Purchase of Bedrock Vocabulary software (£2,206)
- Appointment of a numeracy and literacy coordinator (£5,264)
- Appointment of school librarian, to oversee the purchase of appropriate materials and conduct reading interventions (£1,563)

Targeted support

The majority of our pupils who require additional support to 'catch-up' with their peers have been allocated to our Nurture Group. This small class spends the majority of their curriculum time with a primary trained teacher who is a specialist in providing for lower ability students. In keeping with the primary model, they have a specific classroom with a range of differentiated resources. Group teaching and primary teaching techniques helps build up a strong skill base, giving pupils a toolkit of skills that allows them to access the mainstream curriculum more effectively. Once students have made adequate progress, they are able to move into a more typical secondary environment, albeit with additional support available.

Pupils with specific SpLD are seen by our specialist Teaching Assistant on a one to one basis to provide individualised support.

Literacy support

Our school librarian provides targeted reading intervention with pupils in small groups, using reading age data alongside KS2 information to ensure students are supported to make progress in the appropriate reading skills.

Some pupils are also given extra lesson time in Literacy support classes. This is in place of some Modern Foreign Language lessons. These lessons are delivered and organised by our SEND specialist.

Teaching Assistants run and deliver intervention sessions after school on a rota basis, with assessments built in to monitor progress.

Pupils with a reading age of below 8.6 years are provided with paired reading and Lexia support. Reading age tests are conducted twice per year for all students

Numeracy support

Nurture group students are taught by a Maths specialist, alongside other low ability students, in order to ensure they have quality first teaching by a specialist teacher. Pupils identified as needing specific numeracy support have been started on a programme of intervention after school led by a Maths Teaching Assistant. This provides pupils with targeted intervention in their specific areas of weakness. It builds on the basics that these pupils are struggling with and allows them to develop their confidence and ability in Mathematics. Additionally, these students have been allocated a Maths Mentor from students at KS4 who are particularly strong at Maths.

Impact of the Year 7 Catch-up funding 2017-2018

The impact of year seven catch-up funding was evaluated through the school's data and assessment routines, where National Curriculum Levels, attainment pathways, progress, attitude, behaviour and homework were analysed for patterns and trends. Support was adapted at these points, if appropriate, in order to meet individual pupil's needs. Within literacy, pupils reading and spelling scores were regularly analysed for progress, and teaching support was then adapted to suit need..

Impact on English / Literacy

- 24 pupils accessed a range of intervention in this area.
- 11 pupils attended after school study support, 9 of whom made progress from starting points
- 11 of the 24 pupils (45%) made progress using assessment cycle 4 data
- 13 of the 24 pupils (54%) improved their reading age.

Impact on Maths / Numeracy

- 25 pupils accessed a range of intervention in this area.
- 11 of the 25 pupils (44%) made progress using assessment cycle 4 data

Planned Strategies for 2018/19

- Continue to provide small group support via the Nurture group, using our specialist primary teacher
- Review and revise the scheme of work and assessments for Maths to ensure accessibility to the lowest ability students
- Purchase online software to support numeracy interventions provided by Teaching Assistants and Maths Mentors – Symphony
- Continue to provide small group reading support within the library targeted at student's specific areas of skill
- Train student leaders to develop high quality literacy support 3 times per week, using online resources such as Fiction Express
- Continue to target small groups of students for after school study support in Literacy and Numeracy provided by Teaching Assistants
- Purchase of Bedrock Vocabulary to be used as intervention tool for developing reading
- Purchase of Rapid Plus to use by librarian for 1:1 and small groups support.