

## **Year 7 Literacy and Numeracy Catch-Up**

The literacy and numeracy catch-up premium was introduced by the Government in June 2013 and is paid to schools to raise Year 7 students' levels in Reading and Maths so that they can successfully access the secondary curriculum. The 'expected' level for a Year 7 student, based on Year 7 SATs, is a score of 100.

For 2019/20 we have 47 students falling below this benchmark (average score for Maths and Reading). Our main objective is in the allocation of Catch-Up Funding to provide support for students who have not achieved the expected standard in Reading and Maths. This is to ensure that they are able to make rapid progress in Year 7 and that this progress is sustained during the course of Key Stage 3 and into GCSE. By improving the standards of literacy and numeracy, our young people's life chances are also improved.

Our Current profile at The Cottlesloe School is that around 75% of our Year 7 students achieved the 100 scaled score benchmark whilst at primary school. 47 students missed the expected standard in Reading and 48 in Maths. 47 students have arrived with an average scaled score below 100 for Reading and Maths.

### **Year 7 interventions:**

- From the start of Year 7, we set up and run our reading intervention group, with the support of our SEND team (additionally some funding is used to source accessible books for less confident readers)
- Vulnerable students are invited to join our extended transition support group
- During the first half of Term 1, the Maths and English departments assess all students, through baseline testing, to ensure we are working with the correct ones and to gain additional insight into areas in need of development
- In the second half of Term 1 we will allocate one lesson a week towards numeracy catch-up and one hour a week for literacy catch-up, for identified students
- At least three per year, students are tested in Maths and English, allowing us to gauge levels of progress and the need for additional intervention
- In addition to the above, broadly speaking, we select the lowest performing 10% of students by literacy and numeracy and provide intervention through small group teaching in our Learning Support Department

### **Year 8 to 11:**

- The students who did not reach the expected benchmark in Year 7 continue to receive intervention in Year 8, with continued attendance at literacy and numeracy interventions
- Students who attended small group teaching lessons in our Learning Support Department continue with this provision through Year 8
- We also encourage parents to continue to read with their children at home and to practise times-tables
- In Year 9, children begin their GCSEs, giving us an opportunity to implement appropriate curriculum provision with the use of guided GCSE pathways

### **Review of expenditure from previous year and impact**

Last year, we were allocated £18, 211 to support the progress of our students who fell below the KS2 scaled score benchmark of 100 (average for Reading and Maths).

48 students were given additional support in Numeracy and 43 in Literacy. The aim was to ensure that as many of these students as possible achieved the expected target by the end of Year 7, for Maths and English. The key focus for the lowest performing students (scores of less than 90 at KS2) was to provide targeted intervention work in our Learning Support Department, alongside the use of additional lessons, when needed.