

## Year 7 Literacy and Numeracy catch up premium

### Section A: 2015-16 provision and outcomes

The government provides additional funding to schools for each Year 7 student who did not achieve at least level 4 in the Key Stage 2 National Curriculum tests in literacy and/or numeracy.

The purpose of this funding is to enable schools to deliver additional support, such as individual tuition or intensive support in small groups, in order to raise the progress and achievement of these students.

In the academic year 2015/16, we received an additional £500 of Catch Up Premium funding for each of these students, which was used to support them in year 7 in order to reach their full potential at Sir Thomas Boughey High School.

<b>Number of pupils and Year 7 catch up premium received</b>	
Total number of pupils on roll in Year 7 September 2015	133
Total number of pupils eligible for Y7 catch up premium	Literacy = 5 , Numeracy = 5
Amount of catch up premium received per pupil	£500
<b>Total amount of catch up premium received</b>	£ 6,000

Focus areas and desired outcomes	Barriers to Learning	Success Criteria	Chosen Strategies	Evaluation of impact	Effectiveness of strategies.
To raise the reading ages of students so that they can access the whole curriculum more successfully.	Lack of comprehension even when reading reasonably fluently. Lack of organisation with regards to reading. Lack of interest in reading.	Students reading ages will improve, so that they are nearer to their chronological ages. Students will enjoy reading for pleasure.	The school invested in a comprehension software package to diagnose and improve issues with comprehension. Precision teaching ran during assembly time for selected pupils. Extraction and booster groups run for selected pupils.	On average students increased their reading age by just over one full year per student, which is significant bearing in mind their low starting points. In a student voice survey at the end of the year, most students participating in the programme felt they were more confident readers.	The strategies have been successful for the majority of pupils and will be continued and improved next year,
To improve confidence in and enjoyment of maths, thus raising achievement levels.	Lack of confidence in Maths. Weak literacy skills preventing full access to the Maths curriculum. Specific learning difficulties.	Students will improve achievement levels in Maths, aiming for expected grades by the end of the year.	Quality first teaching within the Maths department. Small group work undertaken by specialist Maths TA. Small group for lowest ability pupils. Booster and extraction groups.	Most students improved their grades in Maths by the end of year 7. Some require further support	There will be continued intervention to support students not yet reaching expected standards as they move into Year 8. This will be more intensive and use alternative more effective strategies.

## Section B: 2016-17 planned provision and expected outcomes

Focus areas and desired outcomes	Success Criteria	Chosen Strategies
To raise the reading ages of students so that they can access the whole curriculum more successfully.	Students will increase their reading age at least in line with their chronological age.	Precision teaching and extraction and booster groups led by SEN and the English department. Use of comprehension software package.
To improve the English attainment of students from their KS2 starting points, demonstrating measurable progress by the end of the year.	Students will improve their competence and skills in English, so that their assessment levels improve throughout the year.	Extraction and booster groups led by SEN and English department. Teaching Assistant support to access the curriculum.
To improve confidence in and enjoyment of maths, thus raising achievement levels.	Students will achieve measureable progress in Maths by the end of Year 7.	More intensive small group work led by specialist Maths TA and focussing on gaps in knowledge. Teaching assistant support in class.