

## Year 7 Literacy and Numeracy Catch-up Funding Strategy

The Year 7 catch-up premium is allocated to all Year 7 pupils that did not achieve the expected standard in reading or maths at the end of Key Stage 2. For the academic year 2018-2019 this funding is £500 per student. This additional income into Varndean School's budget is to support the implementation of strategies that are aimed at raising attainment in reading and maths.

The national curriculum tests at the end of key stage 2 (KS2) are administered in mathematics, English reading and English grammar punctuation and spelling. Scaled scores have been used to report the results of these tests. A pupil's scaled score is based on their raw score which are converted into a scaled score, to ensure accurate comparisons of pupil performance over time. Every scaled score represents the same level of attainment for a pupil each year, so a pupil who scores 103, for example, in 2017 will have demonstrated the same attainment as a pupil who scores 103 in 2018. A scaled score of 100 will always represent the expected standard on the test. Pupils scoring 100 or more will have met the expected standard on the test.

The range of scaled scores available for each KS2 test is the same and will stay the same in future years:

- 80 is the lowest scaled score that can be awarded
- 120 is the highest scaled score

A pupil awarded a scaled score of 100 or more has met the expected standard in each test.

A pupil awarded a scaled score of 99 or less has not met the expected standard in the test.

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This document identifies catch-up strategies and interventions which are specifically aimed at students in Year 7 who are behind in literacy and numeracy. Low attainment is defined as attainment below age-related expectations in a particular curriculum subject or skill. This includes basic skills such as reading and numeracy.

The focus is on high impact strategies that will bring about quick and sustainable improvements in literacy and numeracy for identified students.

Varndean School will be allocated £16,000 on February 28th 2019 to support these students.

### Interventions in 2017-2018

Review of the 2017-2018 academic year		Total catch-up funding for 2017-2018 £15,500
Summary of Intervention	Summary of expenditure	Impact on progress and attainment of eligible pupils
Spelling support	Students are withdrawn from MFL and receive 1 x 50 minute lesson per week	Of the 31 students who were identified as not being secondary ready in English, most made the expected level of progress in line with their target grade flight-path. Where students with a low flightpath, struggled to meet this expected level, most were shown to make significant age-related progress through the Literacy support Scheme. Again, the SPAG programme provision will continue to support an accessible English curriculum for these students.
Reading Support through ECAR programme & Phonics Based Reading groups	Students are withdrawn from MFL and receive 1 x 50 minute lesson per week	
Literacy Support through TA intervention	Literacy support was linked to Spelling Support. This was taught alongside the Spelling Support sessions - during MFL lessons.	

Numeracy intervention groups	Students are withdrawn from MFL and receive 1 x 50 minute lesson per week	16 students were identified. All made progress across the year.
Chromebook Allocation	Chromebooks. These were allocated to year 7 students who do not have regular access to IT in the home.	Engagement and commitment to completing homework significantly increased. Students pastoral and academic progress reflected a positive change.

### 2018-2019 interventions

<b>Interventions and Rationale for 2018-2019 (£16811)</b>				
<b>Actions</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Timescales</b>	<b>Person responsible</b>	<b>Cost/resource implications</b>
Transition sessions			SENCO	20 AM sessions with 1 TA - C <b>£899</b>
Weekly reading / literacy comprehension sessions (small groups of no more than 4)	To promote reading and support students' comprehension skills which can be applied across the curriculum.	Weekly timetabled sessions. Accelerated Reader assessments periodically.	SENCO	2 x groups for 3 lessons per week - TA - D <b>£4180</b>
SNIP interventions group (small group spelling intervention)	To improve the spelling skills of identified students	Twice weekly timetabled sessions	SENCO	3 x weekly timetabled sessions

				of 4 x groups - TA - C £7005
Communication nurture group	Social and emotional groups to support the well being of some of the more vulnerable students.	4 x 6 sessions	School Base teams/SENCO	4 x groups with 6 sessions -TA C £360
Transition maths group (16 students)	A reduced class size, providing more intense support. Three TAs in the classroom to support the teacher and students.	Ongoing throughout the year.	Maths transition teacher (ARR)	4 x lessons per week taught by ARR £5919
Staff mentors for the most vulnerable	By providing a mentor for the most vulnerable, it helps to build confidence and self-esteem. The mentor supports with organisation and makes positive links with home.	Ongoing throughout the year. Beginning with weekly sessions.	School Base teams/SENCO	½ hour per week per student mentoring by TA C x 30 students £8757
Google chromebook allocation	Increased access to IT. Improved engagement in school life, completion of preparation. Parental access to Varndean Plus - training to support access.	Usage monitored throughout the year. Students keep the Chromebook for the five years.	ARR (Y7 lead)	14 students allocated a chromebook - taken from the Pupil Premium Budget
Homework (Preparation) Club	A HLTA is available until 4.30pm everyday after school to support students with preparation and general organisation.	Ongoing throughout the year.	JHF (SENCO)	TA - C after school every day for 1 hour £3147

There are many benefits for our students in engaging with these interventions and they include:

- Increasing progress and improving overall attainment
  - Motivating and engaging students across the whole curriculum
  - Fostering independence
  - Encouraging students to read for pleasure
  - Developing confidence
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- Closing the gap in attainment between disadvantaged and non-disadvantaged students
- Ensuring students are able to fully access and understand exam material
- Fully preparing all students for the challenges of the new GCSE Curriculum

