



Catch-up literacy and numeracy premium statement

St Richard Reynolds Catholic High School

Policy: Catch-up literacy and numeracy premium statement

Date of publication: November 2018

Date of approval by Governing Body: November 2018

Date of next review: November 2019

The literacy and numeracy catch up premium is used at St Richard Reynolds to support year 7 students who did not achieve the expected standard in Reading or Maths at the end of Key Stage 2.

Identification of students who require support:

We use the question level analysis function in the Analyse School Performance (ASP) service (formerly RAISE online) to identify specific areas to focus on with new Year 7s who haven't reached the expected standard.

Our funding allocation for the current academic year

At time of publishing, the School expects to receive an allocation of £4000 for 14 identified pupils who achieved below the Expected Standard scaled score of 100 in Reading and/or Maths at KS2.

How we intend to spend the allocation

Literacy:

1. Funding of KS3 English coordinator responsible for monitoring pupil progress and implementing intervention strategies
2. Access to Lexia to improve spelling and understanding of key words
3. Introduction of two standard reading tests for this group and monitoring of progress across the year.
4. Paired reading and reading comprehension interventions with Year 10 and 12 students
5. Year 10 presentation mentors, instilling pride in their work and ensuring their books inspire them to keep going.

How we intend to spend the allocation

Numeracy:

1. Funding of KS3 Maths coordinator responsible for monitoring pupil progress and implementing intervention strategies, including numeracy work during form time.
2. Access to Maths Whizz to improve speed and accuracy in Maths
3. Year 12 Maths Mentors provide 1:1 support working on basic numeracy skills.
4. Departmental focus – All Year 7s have been given a baseline arithmetic assessment. All teachers have marked and analysed results. This means all teachers have knowledge of catch up students and their specific weaknesses, enabling targeted in class intervention with LSA.

Impact of 2017/18 Allocations

Literacy:

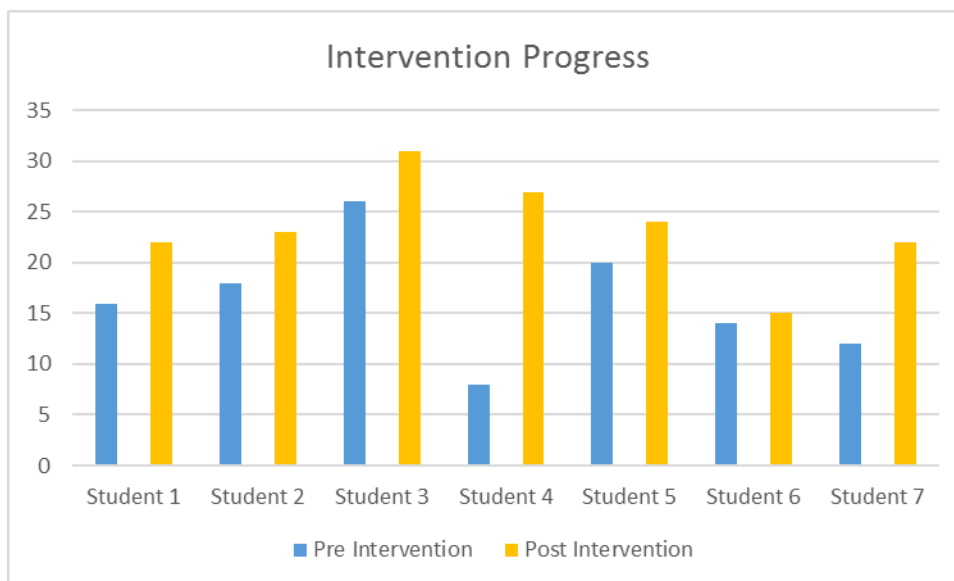
Fifteen students in Year 7 were identified as below the threshold score of 100 in standardised reading tests at Key Stage 2.

The catch-up literacy budget has been used in part to fund a Key Stage 3 English coordinator responsible for monitoring pupil progress and implementing intervention strategies where necessary for these students. The coordinator has produced a differentiated literacy map outlining key skills - including sentence structure, punctuation, paragraphing, sentence openings, linking phrases and connectives as well as how to structure PEE paragraphs. Seating plans have also been changed and books are all deeply marked with the focus in DIRT team being on these students.

Most recent analysis of Key Stage 3 grade collections reveals that students are currently on track to attain their targets. **Two students** have been identified by teachers as concerns and will continue to be supported through coordinated liaison with HOY and SEN Lead as well as continued in class support throughout Key Stage 3.

Numeracy:

Students that were identified as being below the threshold entered a 'baseline test' to identify areas of weakness within mathematics. Those areas were targeted through intervention sessions with two maths teachers. Focus led lessons tailored around those areas identified were carried out once a week. The students were then re-tested producing the results below.



Subscription to Maths Whizz also contributed to increased confidence in numeracy skills for these students. Most students increased a sub level in Maths between Spring 2 grade collections and Summer 2 Grade collections, with 2 students increasing by 2 sub levels.

One student continues to be a concern and will be supported in class and in close liaison with the SEN and HOY Lead.