



Catch-up literacy and numeracy premium statement

St Richard Reynolds Catholic High School

Policy: Catch-up literacy and numeracy premium statement

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The literacy and numeracy catch up premium is used at St Richard Reynolds to support year 9 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 98 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.
6. Recruitment of a specialist English SEND teacher who works with those students listed above.

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.

Impact of 2018/19 Allocations

Literacy:

On entry in September 2018, 9 students in Year 7 scored below the threshold of 98 in KS2 standardised reading assessments. Students were subsequently assessed by their English teachers in reading, writing, speaking and listening throughout the year and 7 are currently making sufficient progress to meet their KS3 target in English. Two students continue to require additional literacy support. In addition, there are 8 students without KS2 data. These students have been assessed by their English teachers and 4 continue to require additional literacy support (3 of these 4 have ECHPs).

Throughout the 2018/19 academic year increased emphasis has been given to reading in English lessons. All year 7 students receive a fortnightly 50 minute reading lesson. In addition, all students have been provided with open access to Lexia and Spellzone and targeted students are able to use these resources during reading lessons. We continue to promote independent reading for pleasure at home, students are set reading homework every week and provided with reading records so parents can support them, and teachers can monitor compliance.

Laminated writing frames have proved successful in raising the standard of analytical writing in KS4. Adapted frames will be provided for targeted students in KS3, these will supplement the literacy mats already provided. Teachers continue to use seating plans and detailed specific feedback through marking. In 2019 we plan to introduce weekly spelling tests to further develop literacy skills across KS3.

Literacy intervention with a specialist English teacher is provided for students in years 7 and 8 through both one to one and group sessions. Students identified as not meeting KS3 target will be included in this intervention with time given to work on specific targeted strategies.

Name	KS2 Reading scaled score	CWA July 2019	KS3 Target	On track
Student A	90	2+	4-	Y
Student B	90	1-	2+	Y
Student C	93	N/A	N/A	N
Student D	95	2-	4-	Y
Student E	91	1	2+	Y
Student F	96	3	4+	Y
Student G	80	T	1+	Y
Student H	97	1	4-	N
Student I	95	2	4	Y

We continue to support the two students not on track and those without KS2 data as mentioned above.

Numeracy:

Nine students 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.

Name	KS2 Maths Scaled Score~2 Key Stage 2 Validated Result	CWA July 2019	KS3 Target	On track
Student A	90	2-	2	Y
Student B	92	1-	2	Y
Student C	92	1+	5	N
Student D	93	2	3+	Y
Student E	96	1+	3+	Y
Student F	96	1+	5	N
Student G	97	2-	6	N
Student H	N	1-	2	Y
Student I	N	1+	2	Y

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.

We continue to support the three students not on track and those without KS2.