



## Catch-up Literacy and Numeracy Statement 2019/20

### St Richard Reynolds Catholic High School

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:

The school received **£3,973** at the end of the 2019/20 Financial Year. The impact of this spending is outlined below.

The College will be in receipt of Covid catch up funding in the 2020/21 Financial year.

#### How we intend to spend the allocation in 2020/21:

##### Literacy:

1. Funding towards a KS3 English coordinator responsible for monitoring pupil progress and implementing intervention strategies.
2. Funding towards SEND English teacher to develop and deliver small group intervention lessons.
3. Subscription to Lexia and Spellzone to improve spelling and understanding of key words.
4. Department focus - all of year 7 given baseline reading and writing assessments which were analysed at department level. All teachers will have a clear understanding of the needs of 'catch up' students and will closely monitor their progress across the year.
5. Promotion of reading through the introduction of library lessons and ringfenced in class reading time.
6. Monitoring of reading across key stage 3 through the use of the SRRCC reading record.

**Numeracy:** 14 students were identified as below the threshold score of 100 in standardised maths tests at Key stage 2.

1. Funding of Second in Department with a responsibility for KS3 to monitor pupil progress and implement intervention strategies.
2. Groups have been created to ensure that our learners who require more support are in class sizes of approximately 12-15 students. Ensuring close monitoring and intervention within the lessons. The aim is to improve confidence and develop a love of learning in an environment where it is okay to get something wrong, just have a go.
3. The Pearson scheme of work is followed, Delta, Theta and Pi. A move towards mixing Theta and Pi to ensure that all students are being given the opportunity to access the full curriculum in a supportive environment.
4. Access to MathsWhizz and Times Tables Rockstars to improve speed and accuracy in Maths.

5. Baseline assessment for TTRS used to monitor the improvement.
6. All students to be trained to become 'more independent learners' to be able to use the maths analysis sheets to pinpoint an area of focus. This training will happen in the lessons helping the students to use MathsWatch to close the gap on their learning.
7. Form time booklets to be used with all students, more mathematically able students are encouraged to support their peers.

### Impact of 2019/20 Allocations

	KS2 English Scaled Score	CWA (Oct 2020)	KS3 Target (EoY8 for English)	On track	KS2 Maths Scaled score	CWA (Oct 2020)	KS3 Target (End of Year 8 for Maths)	On track
1	88	1+	3-	Y	N/A	N/A	N/A	N/A
2	89	1+	2	Y	93	1-	1+	Y
3	90	1+	2	Y	94	1-	1+	Y
4	90	2-	3-	Y	99	1-	2-	Y
5	92	2-	3-	Y	N/A	N/A	N/A	N/A
6	93	1+	2	Y	94	1	2-	Y
7	94	2	3-	Y	99	2-	3-	Y
8	95	2	3-	Y	99	2-	1-	Y
9	95	2-	3-	Y	94	1-	2-	Y
10	95	2-	3+	Y	N/A	N/A	N/A	N/A
11	95	2-	3-	Y	97	1-	2-	Y
12	98	2-	3-	Y	N/A	N/A	N/A	N/A
13	98	2-	3-	Y	98	1	2-	Y
14	98	1+	3-	Y	N/A	N/A	N/A	N/A
15	97	2-	3-	Y	97	2-	1+	Y
16	97	2	3+	Y	N/A	N/A	N/A	N/A
17	97	2+	3-	Y	N/A	N/A	N/A	N/A
18	97	2-	3+	Y	N/A	N/A	N/A	N/A
19	97	2-	3-	Y	N/A	N/A	N/A	N/A
20	99	2	3+	Y	N/A	N/A	N/A	N/A
21	N/A	N/A	N/A	N/A	99	1-	2-	Y
22	N/A	N/A	N/A	N/A	98	2-	2-	Y
23	N/A	N/A	N/A	N/A	98	1+	2-	Y
24	N/A	N/A	N/A	N/A	95	1-	2-	Y

#### Literacy:

Most recent analysis of Key Stage 3 grade collections reveals that students are currently on track to attain their targets.

#### Numeracy:

All students are on track for the end of Key Stage 3, with one student (Student 15) already surpassing their target.

We will continue to monitor this group closely and offer support as necessary through coordination with HOY and SEND Lead as well as continued in class monitoring throughout Key Stage 3.