

Workington Academy Literacy & Numeracy Catch-up Premium 2019-2020

What is Year 7 Literacy & Numeracy Catch-up Premium?

The Department for Education (DfE) explains that the literacy and numeracy catch-up premium provides schools with additional funding to support Year 7 pupils who did not achieve the expected standard in reading or maths at the end of Key Stage 2 (KS2).

In relation to the 'expected standard', pupils awarded a scaled score of:

At least 100 will have met the expected standard of the test

99 or below will not have met the expected standard in the test

This means that the funding should be spent on ensuring that pupils with a scaled score of 99 or below in reading or maths tests at KS2 reach the expected standard as soon as possible.

Funding amount and allocation

The DfE guidance explains:

In 2019 to 2020, we will allocate funding to schools on the basis that they receive the same overall amount of Year 7 catch-up premium funding they received in 2018 to 2019. It will be adjusted to reflect the percentage change in the size of their Year 7 cohort, based on the October 2019 census.

2019-20 – expected academic year allocation is *tbc*

School	Workington Academy			Catch-up funding grant	tbc
Academic Year	2019-20	Number of students eligible for catch-up literacy	41	Date of most recent review	October 2019
Total number of students (7-11)	768	Number of students eligible for catch-up numeracy	45	Internal review date	April 2020

Spending Plan for 2019-20

Based on evidence and research from: DfE Literacy and Numeracy Catch-up Strategies

Activity/Resource	Who	Intended Impact	Evidence	Impact Review
The Year 7 and Year 8 transition curriculum for some students who are not yet secondary ready is established	MBE/NTW/SLE	Specific targeted support in English and Maths with specific entry and exit criteria to ensure those who are not secondary ready do not fall further behind	Students exit the transition group and are at the same level of progress as their peers	
GL assessments	CKE	Students in need of further intervention will be identified through common assessment	Bespoke intervention is in place for individual students	
Accelerated Reader - to promote a reading culture & develop students' reading ages.	English department & Librarian	Clear tracking of students' reading ages 3 times during the year. Reading ages are shared with all staff, to ensure reading material is appropriate across the curriculum Opportunity for timely reading intervention is provided, monitored and evaluated by the school librarian.	Tracking through AR STAR testing Student voice. KS3 reading assessments in English. Termly reading tests reflect improvement in reading skills	
Intensive reading support for identified students	Librarian/ AWL	Gaps in reading are identified and addressed. Librarian shares information with English teachers	Librarian & English department track student progress and ensure age appropriate reading material is accessible	
Paired reading: Year 10 support Year 7 in tutor time	Librarian	Year 7 students have regular reading experience and gain confidence to talk about what they have read.	Student voice – February half term	
Teacher i/c Literacy catch up & English class teachers set & review bespoke targets each term	AWL	All Literacy CU students have individual targets which are addressed within English lessons to ensure regular student intervention	Assessments reflect improved reading skills	

Establish a reading culture with the Year 7 cohort	Librarian	Participate in 'Book Buzz' scheme; Students choose their own title from the specified book list and read as home-learning. Prizes are awarded for the top 3 reviews in each class. Entry into National Book Buzz competition.	Student responses to competition and celebration of successes	
Intensive additional numeracy support for identified students who are furthest away from the required standard	SHB/LFU	Gaps in numeracy are identified. HLTA shares information with Maths teachers & teaches targeted students,	Maths assessments Progress tracking of specified cohorts. HLTA/Maths dept.	
In class support for numeracy catch-up students	LFU	Students strategically placed in Maths sets and seating plans reflect focus on support	Learning walks Work sampling	
Audit and determine which interventions are having the greatest impact on students in both literacy & numeracy	NTW	Relevant staff meet half termly to analyse assessment data and revise provision for students	Assessment and data capture intervention. Class teacher comments	

Spending Plan review for 2018-19

Activity/Resource	Actions & Intended Impact	Evidence	Impact Review
Accelerated Reader - to promote a reading culture & develop students' reading ages.	Clear tracking of students' reading ages 3 times during the year. Reading ages are shared with all staff, to ensure reading material is appropriate across the curriculum Opportunity for timely reading intervention is provided, monitored and evaluated by the school librarian.	Tracking through AR STAR testing Student voice. KS3 reading assessments in English. Termly reading tests reflect improvement in reading skills	7 students (14.5%) have gone from working below (sub 100) to working at "greater depth". 24 students (45%) made progress and scored expected levels in the 2019 exam. 18 (33%) made progress between 2018 and 2019 but are still below expected standard, so "working towards".
Intensive reading support for identified students	Gaps in reading are identified and addressed. Librarian shares information with English teachers	Librarian & English department track student progress and ensure age appropriate reading material is accessible	This means that 92.5% of students made progress during Year 7, and 59.5% of students we working on expected levels or above by June 2019.
Teacher i/c Literacy catch up & English class teachers set & review bespoke targets each term	All Literacy CU students have individual targets which are addressed within English lessons to ensure regular student intervention	End of unit reading assessments reflect improved reading skills	
Paired reading: Year 10 support Year 7 in tutor time	Year 7 students have regular reading experience and gain confidence to talk about what they have read.	Student voice – February half term	
Establish a reading culture with the Year 7 cohort	Participate in 'Book Buzz' scheme; Students choose their own title from the specified book list and read as home-learning.	Increased student engagement in reading at home	Paired reading scheme successful. Librarian review reflects increase in confidence and improved comprehension skills for attending Year 7 students.
Intensive additional numeracy support for identified students who are furthest away from the required standard	Gaps in numeracy are identified. HLTA shares information with Maths teachers & teaches targeted students,	Maths assessments Progress tracking of specified cohorts. HLTA/Maths dept.	20/35 (57%) of students made significant progress from their 2018 SATs score to their 2019 SATs score, (improving their score by over 20%) This shows significant improvement in gaps in knowledge identified at KS2 and basic numeracy skills.
In class support for numeracy catch-up students	Students are strategically placed in Maths sets and seating plans reflect focus on support	Learning walks Work sampling	33/35 (95%) students made progress from their 2018 SATs score and achieved a higher score in 2019.
Audit and determine which interventions are having the greatest impact on students in both literacy & numeracy	Relevant staff meet termly to analyse assessment data and revise provision for students	Assessment and data capture intervention. Class teacher comments	See intervention data