Year 7 Literacy and Numeracy catch-up premium

The literacy and numeracy catch-up premium gives schools 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).

https://www.gov.uk/guidance/year-7-literacy-and-numeracy-catch-up-premium-guide-for-schools?utm_source=EFA%20e-bulletin&utm_medium=email&utm_campaign=e-bulletin&mxmroi=2305-30167-53457-0#allocations-for-the-financial-year-2016-to-2017

Amount of catch-up funding 2017-18

- For the academic year 2017-18 we received £9185 to support pupils who did not achieve the 'expected standard' in English and/or maths

Support and Intervention 2017-18

- For the academic year 2017-18 these students received intensive support in literacy and numeracy as part of the ALG (Accelerated Learning Group) in close liaison with the maths and English departments.

Impact of funding 2017-18

"Year 7 catch-up funding is having a strong impact on helping pupils accelerate their progress in English and mathematics. Leaders make very effective use of additional funding for pupils who have special educational needs and/or disabilities, because their progress over time has been extremely strong." (Ofsted 2017)

*See maths and English grade descriptors below

- On average ALG (Accelerated Learning Group) made 1.9 sub-grades of progress in English between Term 1 of Year 7 and Term 1 of Year 8.
- In English 13/14 (93%) of ALG students had made between 1 and 4 sub-grades of progress by Term 1 of Year 8 and had made progress towards their end of Key Stage target.
- In English, 7/14 (50%) students were working at the grade above that achieved in Term 1 of Year 7 by Term 1 of Year 8, and 10/14 (71%) students were working at or above GCSE Grade 1.
- In maths ALG students made on average 1.8 sub-levels of progress between Term 1 of Year 7 and Term 1 of Year 8
- In maths, by Term 1 of Year 8, 8/14 (57%) of ALG students were working at the grade above that achieved in Term 1 of Year 7.
- At the first Assessment Point in Year 7, 9/14 (64%) of ALG students were assessed as being either at 'Foundation' grade or 'Working towards' but by the end of the year 11/14 (79%) students were working at GCSE grade 1 and had made progress towards their end of Key Stage target.

Amount of catch-up funding for 2018-19

- For 2018-19 we are expecting approximately the same level of funding which will be adjusted to take account any % change in the cohort size. (source: The Key January 2019)

Planned support and intervention for 2018-19

- Eligible students will again receive additional literacy and numeracy support as part of the Accelerated Learning Group through a combination of specialist English/maths teaching and small group support from the Inclusive Learning Team.
- This year the Inclusive Learning Department has also invested in technological solutions to support literacy in the classroom specifically IDL Literacy and numeracy which will be rolled out in 2018-19.
- Students that require it also have access to Read Write Fresh Start reading scheme and those using this intervention have all progressed up the reading scales this year.
- Eligible students will also benefit from LSA support in the classroom as required.

English Progress Descriptors (Foundation to Grade 2)

English (Writing)

	Criteria
Foundation	o Mostly relevant ideas and content, brief comments o Some appropriate word choices o Ideas in sections, linked by content o Sentences usually have capital letters and full stops ABC . o Mainly simple sentences, some variation in openings o Usually correct spelling of simple high frequency words
Working towards	o Some appropriate ideas with some attempt to elaborate o Generally appropriate word choices o Some links between sentences within paragraphs/sections o Straightforward sentences usually demarcated with capitals, full stops, exclamation and question marks ABC . ! ? o Simple and compound sentences, reliance on simply structures sentences o Accurate basic spelling
1 Simple	o Simple communication of ideas, some clarity o Simple vocabulary o Simple structural features with attempt to paragraph o Evidence of conscious punctuation, commas used to separate clauses (not always accurately) ABC . ! ? , o Some variety in sentences with use of some subordinating connectives in complex sentences o Correct spelling of the majority of words used
2 Variety	o Communication of ideas is sometimes successful, attempt to match style/purpose o Begins to vary vocabulary o Paragraphs used although not always accurately o Sentences demarcated accurately, speech marks used ABC . ! ? , "hello" o Variety of sentence forms used with some success o Some accurate spelling of more complex words

Maths Progress Descriptors (Foundation to Grade 2)

Mathematics

Grade	Skills	Number	Algebra	Measures & Data Handing
F	Pupils are beginning to discuss their work without the use of mathematical language and notation, terminology, facts and definitions. They can perform some simple procedures.	* Basic Counting		* Recognise basic 2D shapes
W	Pupils can recall some of the content from grades 1 and 2 that they have learned and apply it to some routine calculations. They are developing the skills necessary to solve simple problems that are presented in a variety of ways.	* Basic Adding / Subtracting		* Read values from simple charts
1	Pupils discuss their work using mathematical language and are beginning to represent it using notation, terminology, facts and definitions. They	* Place value * Ordering integers * Ordering decimals * Reading scales * Interpreting tables	* Coordinates * Algebraic conventions	* Naming polygons * Symmetry * Tessellations * Naming angles * Probability scale * Tally and bar charts * Pictograms
2	can perform routine procedures, including some multi-step procedures. Pupils can apply the content from grades 1 and 2 that they have learned in a variety of scenarios including solving simple problems that are presented. Pupils may be able to recall and perform more simple procedures for content in higher grade descriptors but have not yet developed to applying these in more complex situations.	* Adding and subtracting decimals * Four operations with integers * Negative numbers in real life * Equivalent and simplifying fractions * Factors, multiples and primes * Multiplying and dividing by powers of 10 * Rounding decimals * Using ratio notation	* Simplifying algebraic expressions * Function machines * Generating term to term sequences * Simple proportion * Listing outcomes * Simple probability * Two way tables * Averages	* Properties of solids * Nets * Angles on a line and at a point * Measuring and drawing angles * Reflections, rotations and translations * Plans and elevations * Area and perimeter