

## Year 7 Literacy and Numeracy Catch-up Premium: Evaluation, 2015-16

Year 7 Literacy and Numeracy catch up Premium is a grant provided by central government to all secondary schools in England.

Up until 2016, the amount of the grant for each school was calculated according to the number of students who entered the school below level 4 in reading and/or maths at the end of Key Stage 2.

The arrangements for 2017 onwards will be published by the Department for Education early in 2017.

### Catch Up Funding Evaluation 2015-2016

	English	Maths
No. of students at < Level 4 in Key Stage 2 SATs.	27	29
Students on track by the end of Yr7 (expected progress)	74%	80%
Students making progress beyond the expected	24%	14%

Strategies used	Comment
<p>Corrective Reading scheme in operation for selected Year 7 students.</p> <p>The scheme was delivered by Teaching Assistants and coordinated by the Head of Inclusion and Inclusion Manager.</p>	<p>The average Reading Age gain for students on the two month Reading scheme was 20 months.</p> <p>This is consistent with the evidence of the strong track record of the schemes in school over the past three years (CR+16 months for 2 months on scheme). Research by John Hattie shows direct instruction technique to be very effective.</p> <p>Lessons are scripted from existing resources. Students are placed according to skills tests to ensure appropriateness of provision. Reading Ages are measured before and after the schemes for evaluation.</p> <p>Given the low starting points of the cohorts concerned, the scheme can be</p>

	considered to have been successful.
Corrective Mathematics scheme in operation for selected Year 7 students. As with the Corrective Reading Scheme, this scheme was delivered by Teaching Assistants and coordinated by the Head of Inclusion and Inclusion Manager.	The average Numeracy Age gain was 9 months for two months on the scheme. This is consistent with the evidence of the strong track record of the scheme in school over the past three years (CM+14 months for 2 months on scheme). Research by John Hattie shows direct instruction technique to be very effective. As with the reading scheme, lessons are scripted from existing resources. Students are placed according to skills tests to ensure appropriateness of provision. Numeracy Ages are measured before and after the schemes for evaluation. Given the low starting points of the cohorts concerned, the schemes can be considered to have been successful.
Dedicated 1 to 1 literacy and numeracy tuition for the least able students, delivered by a Teaching Assistant in lesson times withdrawn from MFL.	This provision suited those students who struggled to cope in the group settings of the Corrective schemes. Some of the students had significant challenges. While the provision in both areas was successful, the greater success was achieved in the literacy support.
English and Mathematics intervention supplied by Inclusion Department Teaching Assistants.	Literacy and numeracy support organised by the Inclusion, English and Mathematics Departments. Interventions varied as deemed appropriate within subject areas: 1 to 1 tuition; small-group work; in-class support.
Study Centre increased stock of texts aimed at students with lower Reading Ages. Kindles purchased.	A range of popular novels and non-fiction texts has been added to the stock. This dovetails into the 'Fast Fiction' section of the Study Centre which is available for Year 8 and 9 students. The use of Kindles in the Study Centre has played a part in engaging students.
Free book given to all Year 7 students on entry to The Polesworth School. This aimed to kick-start the English Department's Home Reading Diary scheme, in line with school Homework	The Home Reading Diary scheme remains a central part of the school's strategy to improve reading. Each student's reading is initialled by a parent and monitored by English

Policy.

teachers on a regular basis.