

## **Literacy and Numeracy Year 7 Catch-Up Premium**

Catch-Up Premium funding is received by Tomlinscote for all students who join us with a Key Stage 2 Level result, below a score of less than 100 for either, English, Reading or Maths. As a school, our belief is that by boosting a child's confidence levels in Literacy and Numeracy, this will enable them to access the whole school curriculum with more success.

The school has the discretion to spend this money to ensure that identified students are able to make the necessary progress during Year 7. Allocated Funding for 2018-2019 - £5242.

### **Literacy Interventions:**

- Accelerated Reader Programme for all Year 7 & 8 students. Targeted support for students in order to improve literacy levels.
- Employment of an English teacher to focus on small group intervention. An emphasis here on literacy, offering support with spelling, writing and reading skills.
- SNIP: Additional reading comprehension programme for selected students.
- English based resources for the literacy interventions.
- HLTAs hold handwriting groups in Year 7 & 8 to support the development of students' writing.
- Spelling groups for Year 7 & 8 to improve spellings.
- We have 3 waves of students who receive targeted support;  
Wave 1 – Students whose vocabulary and skills need developing. They have one period a week on either Tuesdays or Wednesdays, with an emphasis upon grammar, key skills and reading.  
Wave 2 – Students are taken out of their Japanese lesson to work with our Learning Support Department. Students focus on reading comprehension and developing key literacy skills.  
Wave 3 – Students are taken out of their mainstream English lessons and gain focussed support within a withdrawal group. This mirrors the same scheme of work but in a smaller setting. Students' progress is reviewed half termly.

### **Numeracy Interventions:**

- Employment of a SEN Maths teacher who focuses upon small group work with students who require Numeracy support through additional intervention.
- SEN Maths teacher worked with a Year 8 and Year 9 student on a 1:1 basis.
- Hegarty Maths Subscription for all Year 7 Maths students.
- Ninja Maths Scheme established.

- We have 3 waves of students who receive targeted support;

Wave 1 - Students are supported in their Maths classes and can complete their Hegarty Maths home learning in home learning club in C15.

Wave 2 – Students are taken out of their mainstream Maths lessons and gain focussed support within a withdrawal group. This mirrors the same scheme of work but in a smaller setting. Students’ progress is reviewed half termly in line with the Areas of Focus.

Wave 3 – Some students work in a 1-1 session with the Maths SEN teacher / HLTA and support with home learning.

## **Evaluation of 2018-19**

### **Literacy**

In Year 7 Catch-Up, students have an average of eight sessions of intervention. Selection of students is based initially upon analysis of KS2 SATS data and direct observations by teachers both in the English and SEND department.

Throughout 2018-19, testing of a KS2 SATS Reading Paper at the beginning and end of the intervention period took place. The target was to improve by three points or better on the baseline SATS style Reading Test. In 2018-19, Cohort 2 showed significant improvements in a baseline KS2 SATS spelling test, with 84.6% of students improving overall, and 77% improving by 5 spellings or more out of 20. In the Reading Paper, 77% of students improved by 9 points or more out of 50. This supports the idea of overlearning and revisiting assessments to aid skills and confidence.

At the end of the Summer Term 2019, following a trial of Spellzone, it was noted that speedy progress was made in areas of phonics and spelling rules using the computer programme. Considering boys’ results: 88% of boys improved in the Spellzone test with 7% improving by at least 3%.

Moving into 2019-2020, there are 47 students that have reading scores below 100 in the KS2 SATS. The focus will be upon setting smart targets, using Spellzone and mainstream teachers’ observations. For Cohort 1 in September 2019, results were positive with 73% improvement of 10% on KS2 Statutory Exception word spellings and 86.6% of students gained a 6% increase in their spelling results.

### **Numeracy**

16 Year 7 students started in withdrawal groups, 6 of which made enough progress to go back to mainstream classes. A further 5 students were added to the groups during the year. Of the 15 students still with the SEN teacher at the end of the year, 10 went back to mainstream for Year 8. While the students were with the SEN teacher - 65% of all Area of Focus assessments were at = or +, whereas beforehand they were on a -.