

## **Literacy and numeracy catch-up premium statement**

The literacy and numeracy catch-up premium gives state-funded schools additional funding to support year

57 pupils who did not achieve the expected standard in reading or maths at the end of Key Stage 2 (KS2).

For the academic year 2016-2017, John Willmott School received £8492 in catch-up funding.

### **Maths**

#### **Strategies deployed to accelerate progress 2016-17**

- A designated lead for Pupil Premium in Mathematics who tracks performance, produces support materials, liaises with parents and delivers targeted booster session to students.
- One-to-one and small group tuition in mathematics delivered by a trained coach.
- Additional tutor-time and afterschool catch-up sessions.
- Adapted Key Stage 3 Curriculum to ensure that pupils consolidate crucial Key Stage 2 assessment objectives. A specific and discrete scheme of work in Mathematics through Year 7 and Year 8.
- High quality classroom provision for the teaching of mathematics, including an academic support assistant to work with catch-up students during maths lessons.
- Smaller class sizes for pupils eligible for Catch Up Premium.
- Resources such as booster booklets and MyMaths.
- Parental engagement through catch-up and booster sessions, as well as information evenings.

### **Outcomes**

- All students completed the booster programme with the Academic Support Assistant.
- 14 students were re-assessed using the KS2 SATS papers at Easter. 8 of these students met or exceeded the expected progress. 6 students continued an intervention programme with the Academic Support Assistant.
- 9 students did not achieve their target grades in year 7. These students will be identified to class teachers and progress monitored closely during year 8. Students will be provided with tutor time maths mentoring.

### **English**

There were 56 students who had not met the required progress for English (e.g. scored less than 100 for their scaled reading score) on entry to Year 7.

#### **Strategies deployed to accelerate progress:**

- PIRA testing for all students who did not meet the required progress for English
- 7a2y and 7b2x taught by English specialist and including SENCOS.
- Staff CPD on raising attainment for specific groups of students
- Development of banks of resources to be used by teachers and mentors to support and accelerate progress.
- One to one tuition for a number of students.
- Bespoke monitoring through use of internal assessments.
- 6 weekly intervention on phonics through a Reading Decoding Programme from the SENCOS.

### **Outcomes**

- 48 of the students were reassessed using PIRA tests at 3 points in the academic year.
- 91% of the students made progress from KS2
- The remaining students received intervention in small groups by a specialist English teacher.

### **Those Funding allocation and strategy 2017-18**

The funding allocation for 2017 – 2018 is £ 8492. There are currently 49 students who have not met expected progress in Maths and 51 students in English. Provision for 2017-18 has been revised to ensure that all students make expected progress by the end of the year, and to provide a coordinated strategy that improves the support and provision available within and outside of the students' regular lessons. Accountability for this is owned by the English and Maths Faculties, overseen by the Key Stage 3 Leaders supported by Core Leaders. A member of the Leadership Group has responsibility for strategic oversight of the impact of our funding spending.

All of these students have been placed in sets 7a2y and 7b2x which are smaller groups. Across both English and Maths there is a key focus on continuing to develop Primary Partner links and to ensure regular assessments are robust to ensure timely interventions and support beyond the smaller group sizes. Strategies continue to be being closely monitored by the KS3 Leaders to ensure the students make rapid and sustained progress. After each assessment, the progress of these students are monitored as a discrete group and their additional support package revised as necessary. They will also be the focus of regular work scrutiny in the faculty's quality assurance calendar.

### **Strategies specifically for this sub-group include:**

#### **English**

- SPAG focus starters
- Spotlighting students in class- monitored through learning walks.
- Decoding Reading Programme - 6 weeks intervention on phonics
- After School intervention linked to assessment data
- Monitoring of appropriate setting for students and ensuring they are fully supported
- Staff CPD

#### **Maths**

- Additional Key Skills booklets
- Monitoring of appropriate setting for students and ensuring they are fully supported
- Staff CPD
- Spotlighting students in class- monitored through learning walks.

### **Impact evaluation**

Progress of these students will form part of the progress check meetings between heads of Faculty and Head of Key Stage 3, and will be a standing agenda item in regular line management meetings.