

## **Year 7 Literacy and Numeracy 'Catch up' Strategy and Funding Report (2018-2019)**

The 2018-19 Year 7 catch up funding provided schools with funding for each Year 7 student who did not achieve the 'expected standard' in Reading and/or Maths at the end of Key Stage 2.

Tudor Grange Academy Kingshurst was allocated £20,075 in funding for the 2018/2019 academic year to support the 58 students who met the criteria in Reading and the 40 students who met the criteria for Maths. This funding, as the name suggests, was to help these students to 'catch up' with their peers during their first year at the Academy.

### **The objectives of the funding:**

- To close the attainment gap by providing additional literacy and numeracy support to students entitled to catch up Premium.
- To enhance and complement teaching and provision.
- To identify concerns and target intervention and support to accelerate progress going forward.

### **How we spent the 2018-19 funding:**

**Total Spending** £20,075

#### **Literacy Catch-up intervention (Total Spend £14,000)**

Student needs have been identified by using KS2 data and by completing baseline assessments through the academy's Accelerated Reader programme to convert their starting point into appropriate reading ages so progress and student confidence could be measured more readily.

We appointed a part-time, experienced UPS3 teacher to establish a Reciprocal reading programme. This involved up to four students per lesson sharing the reading of age appropriate books in front of each other and in a supportive and guided environment. This intervention operated on a termly basis so that all students receiving the catch up funding for reading had access to this personalised provision. Combined with this, New Group Reading Tests were purchased to provide a more comprehensive breakdown of students needs going into year 8 so they did not lag behind as they progressed through school. Across the cohort the students reading age improved by an average of 14 months with only 2 students not making improvements in reading age which linked to low attendance in school and consequently intervention impact. The Co-ordinator also completed an analysis to see if this translated to improvements in attitudes to learning in lessons and reported a notable increase in the number of positive logs for students. To complement this bespoke provision students were placed in sets where they were taught by the academy's Lead Practitioners and in one set the academy's SENDCo. This approach led

to 50% of the Catch up cohort achieving expected or above progress in their English assessments.

### **Numeracy Catch-up intervention**

40 students were identified as not achieving the expected standard in mathematics at KS2. Student needs have been identified by using KS2 data and by completing baseline assessments in maths at the beginning of year 7.

A whole school focus on numeracy (Numeracy Ninjas) moved from tutor time to maths lessons with a focus on problem solving and reasoning. Every student in year 7 had and has a Numeracy Ninja booklet

Targeted intervention took place in set arrangements. Two sets were established and were delivered by the academy's newly appointed Key Stage 3 Co-ordinator which succeeded in 65% of the catch up cohort improving by one grade from their starting point in trust assessments. The new key stage co-ordinator also trained the maths team to ensure Numeracy Ninjas was embedded in all year 7 lessons to move the numeracy agenda forward in the faculty.