

## Year 7 Literacy and Numeracy Catch Up Premium

- Funding allocation for the current academic year
  - £8500
  
- Details of how we intend to spend our allocation
  - Early identification through Y6 transition programme and internal testing leading to the development of an immediate strategy tailored to the specific needs of each student.
  - An additional set in Maths was created in Autumn A to ensure that the low prior attaining students were able to make accelerated progress.
  - Increased focus on SPaG and a weekly grammar lesson is timetabled for students.
  - Differentiated, scaffolded extended writing tasks are created specifically for low prior attaining students and quality assured by the faculty to ensure they meet the specific needs of individual students.
  - Triangulation with SENCO to ensure that any specific learning needs will be identified and managed.
  - 1:1 intervention in Reading, Literacy, Numeracy and the use of TAs in and out of the lesson. SOLs developed for these sessions based upon identified gaps and use of the PiXL strategy.
  - Paired reading scheme to be implemented and support through a Creative Writing Club.
  - Maths have designed a new SOL to support the low prior attaining students. This will use a variety of different strategies to facilitate students making ARE and is being trialled this academic year.
  - Parental engagement: Back to school, ARD, SEN coffee morning, Helping with revision evening session.
  - Revision guide to be given out to students two months before end-of-year exams.
  - Students will engage in a Learning Conference on how to revise successfully.
  - Involving tutors and subject teachers through Appraisal system to ensure that the needs of this group were met.
  - Homework club after school every day to support the students in their independent learning.
  - Key Stage 3 coordinators will meet with the AHT Ks3 Standards every half term to discuss progress of low prior attaining students, identify specific learning gaps of those students and develop a strategy for the following half term.

- Details of how we spent our previous year's allocation
  - Early identification through Y6 transition programme and internal testing leading to the development of an immediate strategy tailored to the specific needs of each student.
  - Additional set in Maths created to support the low prior attaining students.
  - Increased focus on SPaG and a weekly grammar lesson timetabled.
  - Differentiated, scaffolded extended writing tasks were created specifically for low prior attaining students.
  - Triangulation with SENCO to ensure that any specific learning needs were identified and managed.
  - 1:1 intervention in Reading, Literacy, Numeracy and the use of TAs in and out of the lesson.
  - Parental engagement: Back to school, ARD, SEN coffee morning, Helping with revision evening session.
  - Students engaged in a Learning conference on how to revise successfully.
  - Involving tutors and subject teachers through Appraisal system to ensure that the needs of this group were met.
  - Homework club after school every day to support the students in their independent learning.
  - Key Stage 3 coordinators met with the AHT Ks3 Standards every half term to discuss progress of low prior attaining students, identify specific learning gaps of those students and develop a strategy for the following half term.
  
- How last year's allocation made a difference to the attainment of the pupils who benefit from the funding.
  - 75% of students in Year 7 English achieved ARE by the end of the academic year. By the end of year 8, 92% of students achieved ARE in their exams.
  - 64% of students in Year 7 Maths achieved ARE by the end of the academic year. By the end of Year 8, 83% of students achieved ARE in their exams.