



# ST JAMES'

## CATHOLIC HIGH SCHOOL

### Year 7 Literacy and Numeracy Catch-up Premium Policy 2019-2020

Policy Owner	Assistant Headteacher: Raising Standards
Responsible Committee	Quality of Education Committee
Date of Adoption	September 2019
Reviewed	April 2021

#### St James' Mission Statement:

*To ensure everyone within our school **family** achieves their full potential, to encourage learning and development through **faith**, and to strive for **excellence***

#### Rationale:

The DFE continues to provide additional funding to schools for Year 7 students who have not met the expected standard in reading and/or Mathematics. A scaled score of 100 will always represent the expected standard on the key stage 2 test. At St James', students identified as not having met the expected standard receive additional support so that they are able to develop their literacy and numeracy skills and make an effort to "catch-up" to age- related expectations. We believe that all students within our school family should be given equal opportunity to reach their full potential.

#### Aims:

- To facilitate the progress of those students arriving at St James' with a scaled score of less than 100
- To provide support to allow those students to meet the expected standard so as to catch up with their peers and work at an age appropriate level



Review of Funding for 2018-2019

<b>Funding for 2018-2019</b>	<b>£10,435</b>
Partial funding of Maths TA	£3000
Partial funding of TAs	£3000
English tutor	£1000
Resources for booster sessions	£500
Resources for faculties	£2000
Reading intervention	£500
<b>Total</b>	<b>£10,000</b>

Interventions for Reading

- Students have received additional TA support
- Class sizes were reduced
- Director of the English Faculty checks data for this cohort and puts appropriate interventions in place
- Small group booster sessions took place during the Autumn term with a specialist teacher
- Reading intervention has taken place during registration time

Impact of booster fund on Reading

Number of Y7 pupils arriving with reading score under 100	21
% on track to meet Year 11 GCSE estimate	18/21 = 26%
% on track to meet grade 5 or more	7/21 = 33%
% on track to meet grade 4 or more	18/21 = 86%

Interventions for Numeracy

- Students have received additional Maths lessons from specialist Maths teachers and specialist Maths TA
- Class sizes were reduced and have additional TA support
- Head of Maths faculty checks data for this cohort and puts appropriate interventions in place

Impact of booster fund on Numeracy

Number of Y7 pupils arriving with Maths score under 100	24
% on track to meet Year 11 GCSE estimate	20/24 = 83%
% on track to meet grade 5 or more	0 (no grade 5 targets)
% on track to meet grade 4 or more	18/24 = 75%



## Proposed Spending for 2019-2020

<b>Funding for 2019-2020</b>	£10,365
Partial funding of Maths TA	£4000
Partial funding of TAs	£4365
Resources for faculties	£2000
<b>Total</b>	<b>£10,365</b>

## Proposed Interventions for Reading

- Use question level analysis from KS2 Key to Success document to identify areas of focus in English
- Rolling programme of intervention beginning with the weakest pupils to help boost their English
- Reading boost resources used to support pupils
- Reading tests used regularly to assess impact of intervention
- Family literacy
- World book day
- Visit to book shop/library
- Primary transition visits to see weakest pupils before they start at St James'
- Use of prefects to support weaker pupils

## Proposed Interventions for Numeracy

- Use question level analysis from KS2 Key to Success document to identify areas of focus in Maths
- Rolling programme of intervention beginning with the weakest pupils to help boost their Numeracy skills
- Use of Maths TA within Maths to support weaker pupils
- Primary transition visits to see weakest pupils before they start at St James'
- Mixed ability teaching in Year 7 to encourage weaker pupils
- Workbook used within class to support Year 7

## Review of Funding for 2019-2020

<b>Funding for 2019-2020</b>	£10,365
Partial funding of Maths TA	£3000
Partial funding of TAs	£3000
English tutor	£1000
Resources for booster sessions	£500
Resources for faculties	£2000
Reading intervention	£500
<b>Total</b>	<b>£10,000</b>

## Interventions for Reading

- KS2 question level analysis used to identify areas of focus in English and appropriate support put in place
- HLTA used to support weakest pupils
- Targeted texts used to support pupils to develop reading skills



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- Reading tests used to assess impact of intervention
- World book day celebrated and promoted across the school
- Primary transition project shared with pupils to encourage development of reading and English language skills
- Use of prefects for guided reading during Form time to support weaker pupils

## Interventions for Numeracy

- KS2 question level analysis used to identify areas of focus in Maths and appropriate support put in place
- Rolling programme of intervention with the weakest pupils to help boost their Numeracy skills through the deployment of specialist Maths TA
- Strategic timetabling of Maths TA to support weaker pupils within lessons
- Primary transition project shared with pupils to encourage development of reading and English language skills
- Successful implementation of mixed ability teaching in Year 7 to encourage weaker pupils
- Workbook used within class to support Year 7 and monitored by class teacher