

YEAR 7 LITERACY AND NUMERACY CATCH-UP PREMIUM 2019/20

The Government has made a commitment to provide additional funding to schools for each Year 7 student who did not achieve the expected standard in reading or maths at the end of key stage 2 (KS2). The purpose of this funding is to enable schools to deliver additional support, such as individual tuition or intensive support in small groups, for those pupils that most need it.

The Hamble School is forecast to receive approximately an additional £25,777.00 for the academic year 2019-20.

COSTS AND RATIONALE

Targeted Support	Objective
Summer school.	To aid the transition of vulnerable students. To establish strong relationships early on and to identify areas of need.
Tutor time and targeted small group intervention, reading and writing support delivered by a literacy specialist Higher Level Teaching Assistant (HLTA).	To improve the literacy levels of pupils through working on vocabulary development, comprehension, reading skills and phonological training.
Tutor time and targeted small group intervention, maths support delivered by a qualified maths teacher in a specialist intervention role	To improve the basic numeracy skills. To use detailed assessment of learning needs to focus on driving forward the specific areas of weakness.
Literacy Intervention delivered by the LSA team to targeted small groups or individual students.	To improve the literacy levels of pupils through working on vocabulary development, comprehension, reading skills and phonological training.
Numeracy Intervention delivered by the LSA team to targeted small groups or individual students.	To improve the basic numeracy skills. To use detailed assessment of learning needs to focus on driving forward the specific areas of weakness.
Additional subscriptions and software packages for example: accelerated reader	To improve and support student numeracy and literacy skills aiding learning and progress.



Impact

The impact of the funding was measured through assessment data, behaviour, homework and attitude to learning.

Outcomes of interventions for identified student's in English:

- Reading comprehension – on average students make 2 years progress.
- Accelerated reader - 60% of students are now at age related expectations

Outcomes for identified students in maths:

- Students made up to three time the progress of their peers in the same ability group with an average of 1.5+ grades progress.

Transition from primary to secondary school was enhanced by having a summer school and supporting students.