

## Year 7 Literacy and Numeracy Catch-Up

The literacy and numeracy catch-up premium was introduced by the Government in June 2013 and is paid to schools to raise Year 7 students' levels in Reading and Maths, so that they can successfully access the secondary curriculum. The expected level for a Year 7 student, based on Year 7 SATs is a score of 100. Following lockdown, our Year 7 students arrived without having completed their SATs. As a result, the students all sat the CAT4 assessment at Waddesdon, allowing us to identify students in need of additional support. The CAT4 follows the same principle as the SAT tests, with 100 being the expected benchmark.

We have one main objective which underpins the allocation of funding and support for students who have not achieved the expected standard in Reading and Maths. This is to ensure that they are able to make rapid progress in Year 7 and that this progress is sustained during the course of Key Stage 3 and into GCSE. By improving the standards of literacy and numeracy, our young people's life chances are also improved.

### Student profile at Waddesdon Church of England School (September 2020)

For 2020/21 we have 14 identified Year 7 students falling below the expected benchmark collectively for Maths and Reading (average). 9 students missed the expected standard in Reading and 17 in Maths.

### Year 7 interventions:

- During Term 1 (*of 6 terms*) Maths and English assess all students and cross reference their findings with the CAT4 results, to ensure we are working with the correct students and to gain additional insight into areas in need of development
- During Term 2 identified students complete the Suffolk Reading Test. The results are cross referenced with the CAT4 Reading scores to identify students in need of intervention support.
- During Term 3, we set up and run our rapid Reading Intervention group, with the support of our LSA team and sixth form students (additionally, some funding is used to source accessible books for less confident readers)
- During Term 3, we set up and run our Literacy catch-up booster sessions, involving small group teaching beyond the classroom. Students continue to attend the booster sessions until they have made the required level of progress
- In Term 2 Maths allocate one lesson a fortnight towards numeracy catch-up for identified students
- Vulnerable students are invited to join our transition support group
- In addition to the above, broadly speaking, we select the lowest performing 10% of students by literacy and numeracy and provide intervention through small group teaching in our Enrichment Department (part of core curriculum)

### Assessment of impact:

- Twice per year, students are tested in Maths and English, allowing us to gauge levels of progress and the need for additional intervention
- Students who attend reading intervention complete the Suffolk Reading Test in Term 6, allowing us to measure the impact of our work
- The general aim is to enable students to make good progress so that they are 'on track' in relation to their progress flight path by the end of Year 7

### Year 8 to 11:

- The students who did not reach the expected benchmark in Year 7 continue to receive intervention in Year 8, with continued attendance at Reading Intervention
- We encourage parents to continue to read with their children at home and to practise times-tables
- Students who attended small group teaching lessons in our Enrichment Department continue with this provision through Year 8
- In Year 9, children begin their GCSEs giving us an opportunity to implement appropriate curriculum provision with the use of Enrichment lessons and guided GCSE pathways, including emotional and social support through qualifications such as the Certificate of Personal Effectiveness

### Review of expenditure from previous year and impact

Last year, we were allocated £9000 to support the progress of our 32 students who fell below the KS2 scaled score benchmark of 100 (average for Reading and Maths).

We ran small group booster sessions in English, which contributed towards 88% of students ending the year on track with their flight path. We also ran morning reading sessions with 14 students and used the Suffolk Reading Test as a measure of progress. As a result, 12 of the students showed progress against their previous test result and half of the students showed accelerated progress (meaning their measured progress exceeded the number of months that they attended the programme).

In Maths, we were able to focus on the lowest performing 10% through intervention work in our Enrichment Department. We also used the funding to facilitate an additional lesson of Maths per fortnight (in Year 7). This extra lesson allowed for extra targeted intervention with students who scored under 100 in the SATs. As a result, 82% of student below 100 on entry were on track with their flight path by the end of the school year.