

The McAuley Catholic High School Year 7 Literacy & Numeracy Catch-Up Premium Expenditure Report 2017-18

The literacy and numeracy catch-up premium gives schools additional funding from the Department of Education to support Year 7 pupils who did not achieve at least a scaled score of 100 in reading and/or mathematics at the end of Key Stage 2 (KS2).

The allocations of funds for 2017-18 amounted to £21,192

Qualifying factor for allocation of catch up funding	2017-18
Number students who were below age related expectation in English	100
Number students who were below age related expectation in maths	64
Number of these students who were below age related expectation in both English and maths	49

The funding aims:

- To increase the proportion of those students with low prior attainment (below age related expectations) achieving age related expectations by the end of year 7.
- To close the gap in reading ages between students with low reading ages and their peers at Key Stage 3.

At The McAuley Catholic High School, we use this funding to provide targeted and personalised intervention to ensure sustained rates of progress are facilitated in these two key areas. Following an initial baseline assessment, gaps in students' knowledge are identified and bespoke programmes are devised in accordance with the KS3 English and Mathematics curriculum.

Summary of the intervention strategies implemented during 2017-2018:

- **Quality first teaching** – we recognise that the most rapid and sustained ways to improve progress are driven through daily classroom practice. Personalised English and Mathematics lessons delivered with expert planning, informed by frequent high quality assessments, together with regular purposeful marking and feedback are in themselves 'catch-up' strategies.
- **In class numeracy and literacy support** - eligible Y7 students received in class support from LSAs.
- **Individual withdrawal** to work with LSA's to address their individual bespoke needs.
- **MyMaths** programme was used for homework and to support numeracy in class and at home. This developed independent learning and confidence with non-repetitive practice questions
- **Precision Teaching Reading Programme** to target low literacy levels (reading comprehension, reading ability and spelling).

Impact

Professional judgements made the class teachers are used to indicate if a student is on track and making expected progress to achieve their target grade.

Impact Measures	Number of students	%
Students making expected or better than expected progress in English at the end of year 7	95/100	95
Students making expected or better than expected progress in Maths at the end of year 7	57/64	89

The analysis was informed and evidenced by;

- Year 7 baseline tests at the beginning of the year were directly compared to test results during each term.
- Intra-department standardisation of assessments