

Thistley Hough Academy

Year 7 Literacy and Numeracy Catch Up Premium 2019-2020

The literacy and numeracy catch-up premium provides state-funded schools with additional funding to support Year 7 pupils who did not achieve the expected standard in Reading or Mathematics at the end of key stage 2 (KS2). The criteria for this additional support is a standardised score of less than 100 in either English or Maths. (A standardised score of 100 is considered the indication of a student being 'school ready'). It is anticipated that the academy will receive approximately £34000

Catch-Up Funding Objectives

1. Mathematics – Improve the outcomes for all students eligible for the additional funding to ensure that they have met age related expectations by the end of Year 7
2. English — Improve the outcomes for all students eligible for the additional funding to ensure that they have met age related expectations by the end of Year 7

The school must ensure that catch-up funding is strategically used to support this specific cohort of Year 7 students. The school must decide how this money should be spent to maximise opportunities for learning. They should take into account the backgrounds, needs and experiences of students, to appropriately match support.

All members of the school's leadership team have a key responsibility for raising the attainment, achievement and aspirations of all students; and within that, catchup students. Key members of staff including the Director of Mathematics, Director of English and the Special Educational Needs Coordinator have responsibility to ensure that these students make rapid and sustained progress in English and Mathematics, during Year 7, given their starting points.

All teachers are expected to use data that is made available to them, and data from regular formative assessments and marking to ensure that learning is well planned and delivered to meet the needs of these students. They are expected to have identified students who did not reach the expected standard at KS2 so initiatives can be appropriately targeted. Teachers are expected to consistently provide high quality feedback to improve student outcomes and to accelerate progress.

Using the Question Level Analysis from the Key Stage 2 assessments, the academy is able to ensure that subject specialists deliver effective lessons.

Data 2019-2020

Number of students who did not achieve at least a score of 100 in Reading at KS2	80/218
Number of students who did not achieve at least a score of 100 in Mathematics at KS2	74/218
Number of students who did not achieve at least 1 score of 100 in Reading and Mathematics	57/218

Objective 1 – Mathematics		
Strategy	Success Criteria	Evaluation/Impact
Quality 1 st teaching for all students eligible for funding	<p>Teaching and learning is at least good for all groups</p> <p>Planning is in place to close and consolidate learning</p> <p>Personalised strategies to closer the skills gaps for identified individuals</p>	
Small group additional teaching for identified groups of students	Students attend additional session timetable during registration	
Appoint TLR holder within Mathematics with the additional responsibility of CUPs	<p>TLR holder is accountable for outcomes of CUP students in mathematics.</p> <p>Accurate tracking and monitoring of CUPS students' progress in lessons and attendance at intervention sessions.</p>	

Objective 2 – English		
Strategy	Success Criteria	Evaluation/Impact
Quality 1 st teaching for all students eligible for funding	<p>Teaching and learning is at least good for all groups</p> <p>Planning is in place to close and consolidate learning</p> <p>Personalised strategies to closer the skills gaps for identified individuals</p>	
Fortnightly Nesy sessions	<p>Students will improve reading age (measurable through STAR data).</p> <p>Students will improve their vocabulary knowledge by 10% in the AY 2019-20.</p> <p>Students will improve their spelling skills by 10% in the AY 2019-20</p> <p>Comprehension will be checked as the students make progress through the islands.</p>	
Timetabled reading sessions.	<p>Improved reading age for all students</p> <p>Improved oracy and vocabulary for all students</p> <p>Students are access the library more frequently</p>	
Appoint TLR holder within English with the additional responsibility of CUPs	<p>TLR holder is accountable for outcomes of CUP students in English.</p> <p>Accurate tracking and monitoring of CUPS students' progress in lessons and attendance at intervention sessions.</p>	