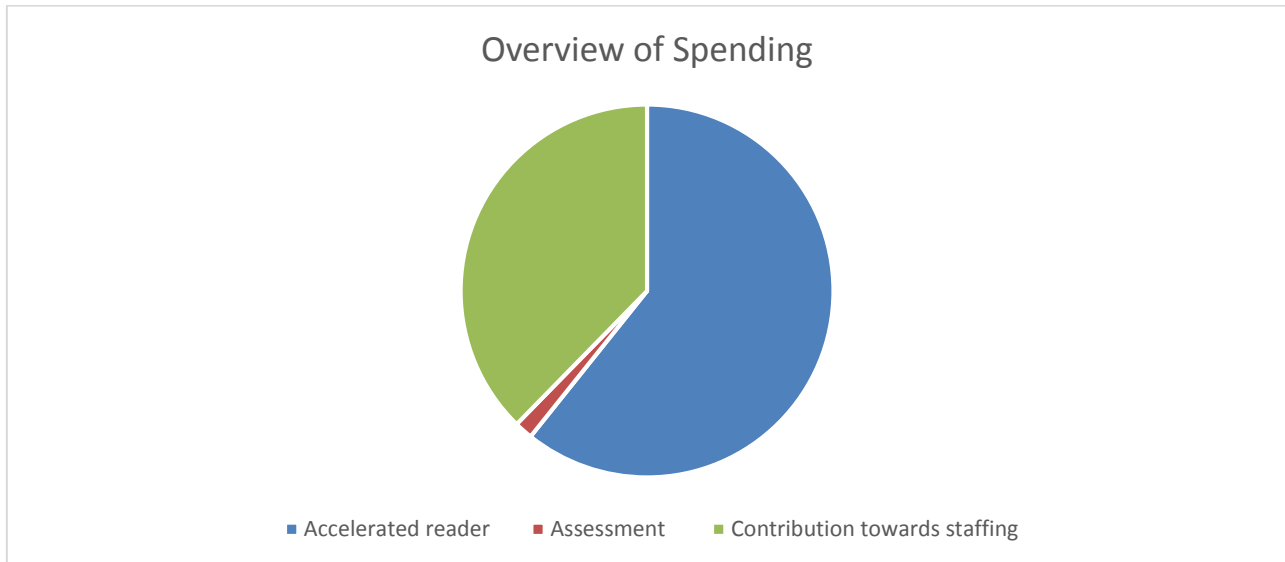




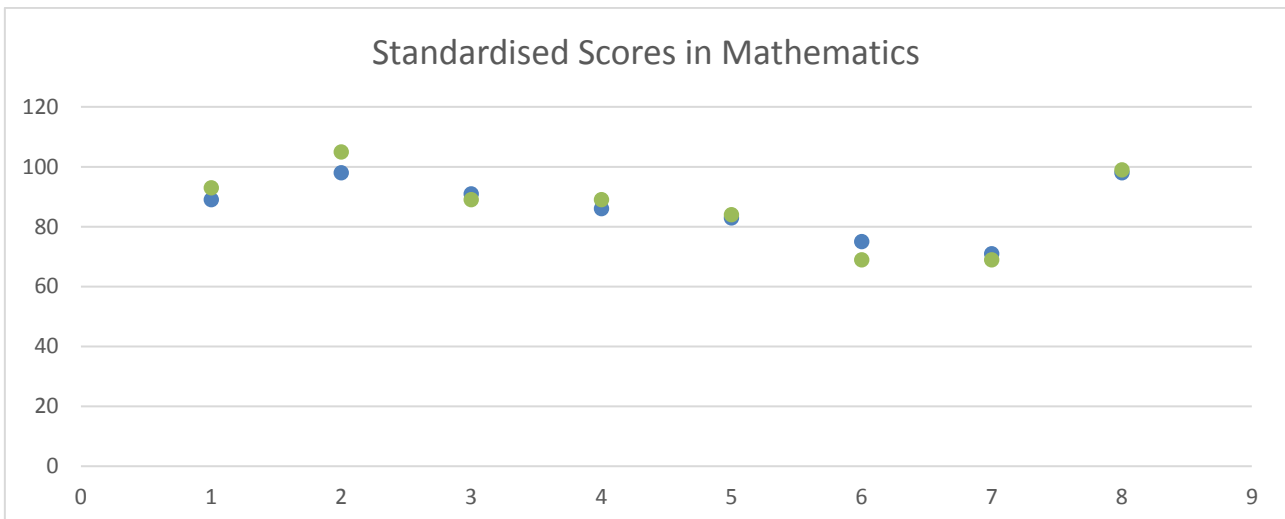
Year 7 Literacy and Numeracy Catch-up Premium 2017-18

Last year we received £3,775 in Literacy and Numeracy Catch-up funding.



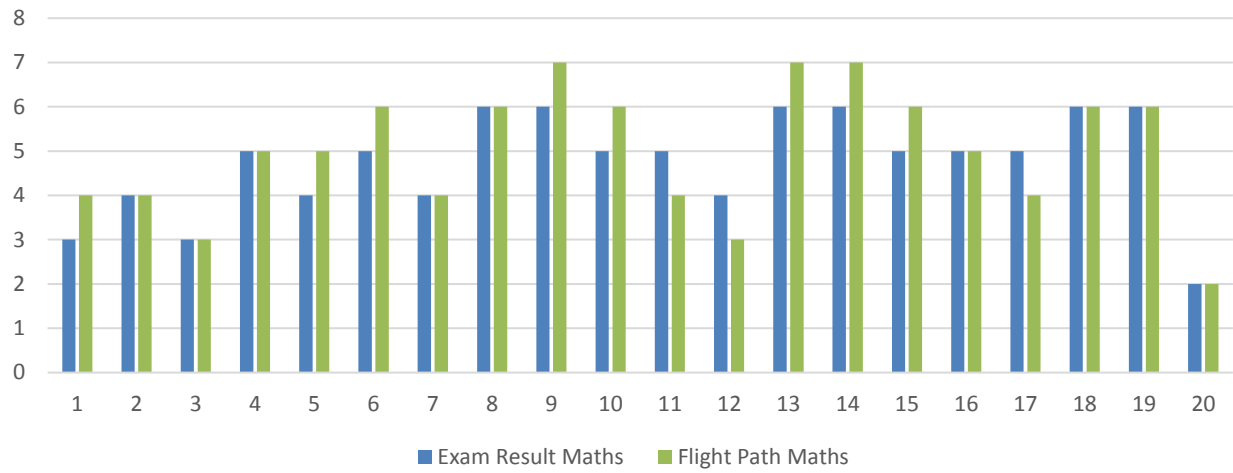
This chart illustrates how funding was spent. At the start of the year, students undertook individual assessments according to their needs. Staffing was spent on support both in groups and on an individual basis.

Mathematics



In Maths, students were assessed in September and July using the GL Assessment Progress Test in Maths. The graph shows the difference between the standardised scores, with blue representing the initial score. This illustrates how students have made above expected progress. Students received additional intervention twice a week. Interventions varied according to the needs of the student; some students received bespoke interventions, others followed Success at Arithmetic, and some the Numicon Closing the Gap programme. All students had additional support in class, which helped to ensure intervention was closely targeted.

Mathematics Exam Result



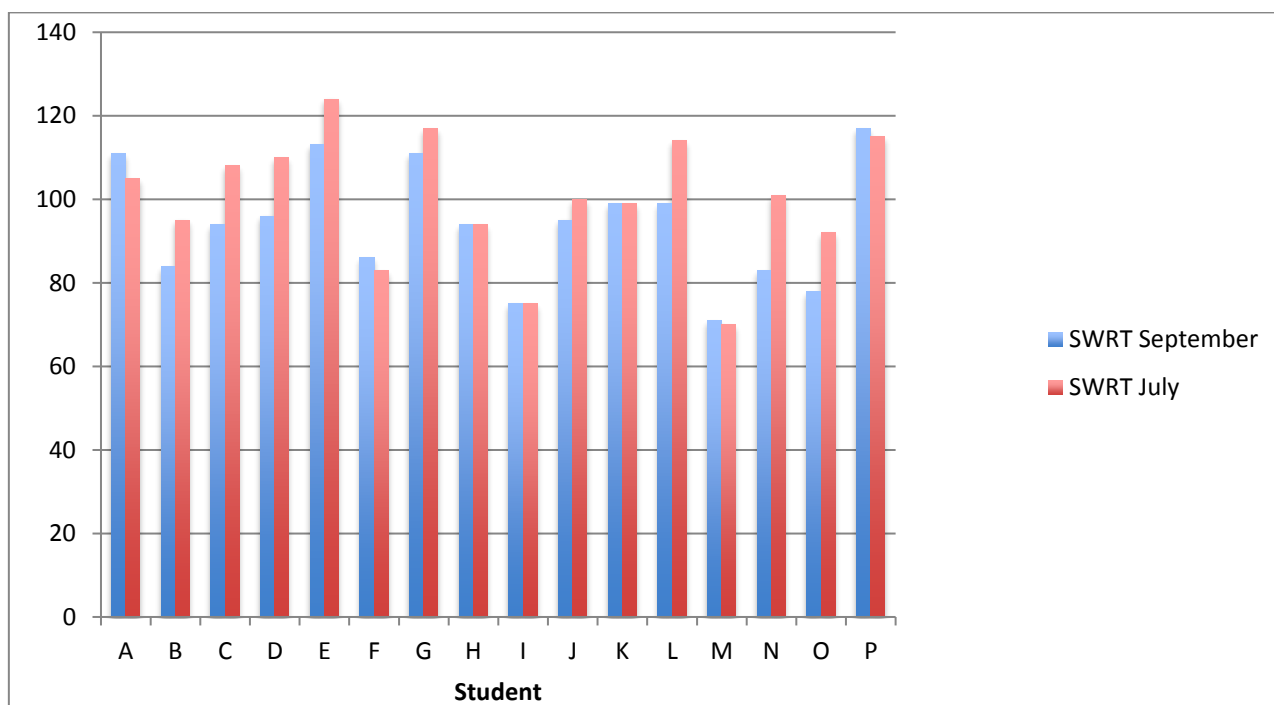
Reading

The York Assessment of Reading Comprehension was used initially to identify where students' reading difficulties lay. Intervention was targeted according to the results of the assessment. Students had a mixture of group and individual reading. Most students had comprehension intervention but a few students worked on improving their decoding skills.

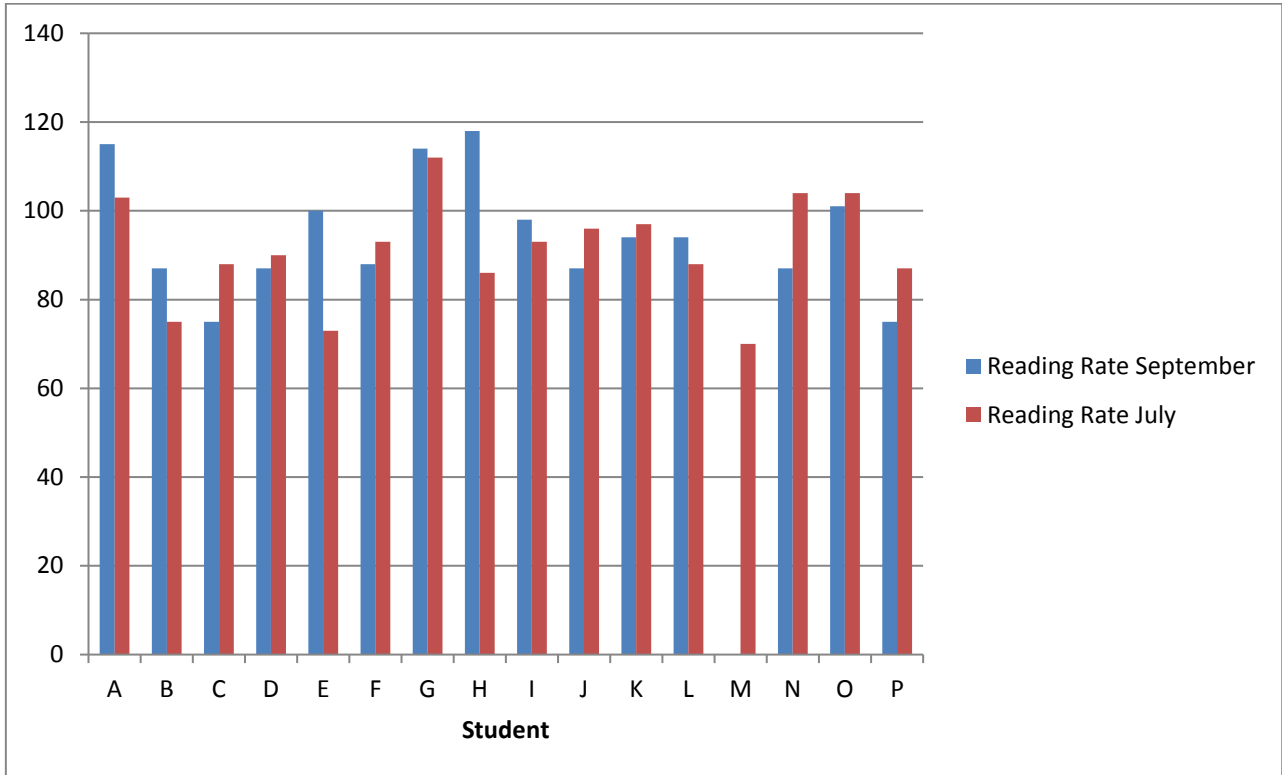
The chart shows the difference in standardised scores between September and July.

Single word reading score

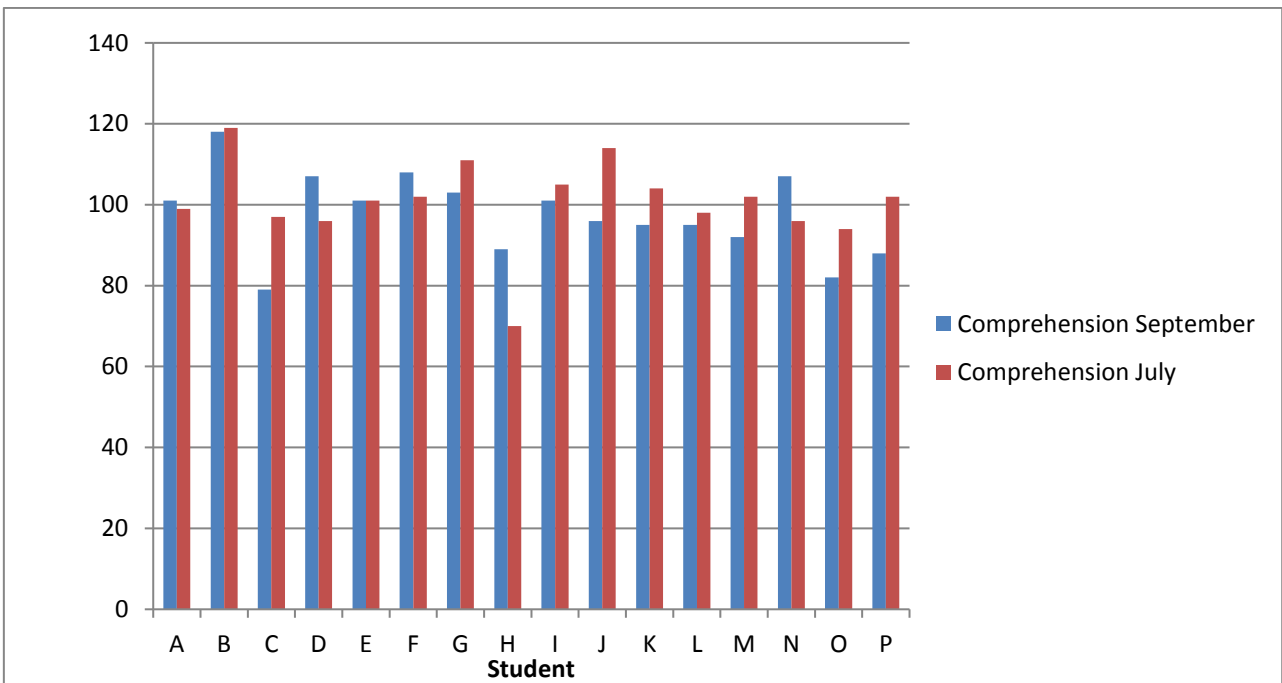
Most students improved their standardised score, which indicates they were closing the gap with their peers. The two students who had high initial standardised scores initially had intervention solely based around comprehension, and would have had less opportunity to practise reading aloud.



Reading rate

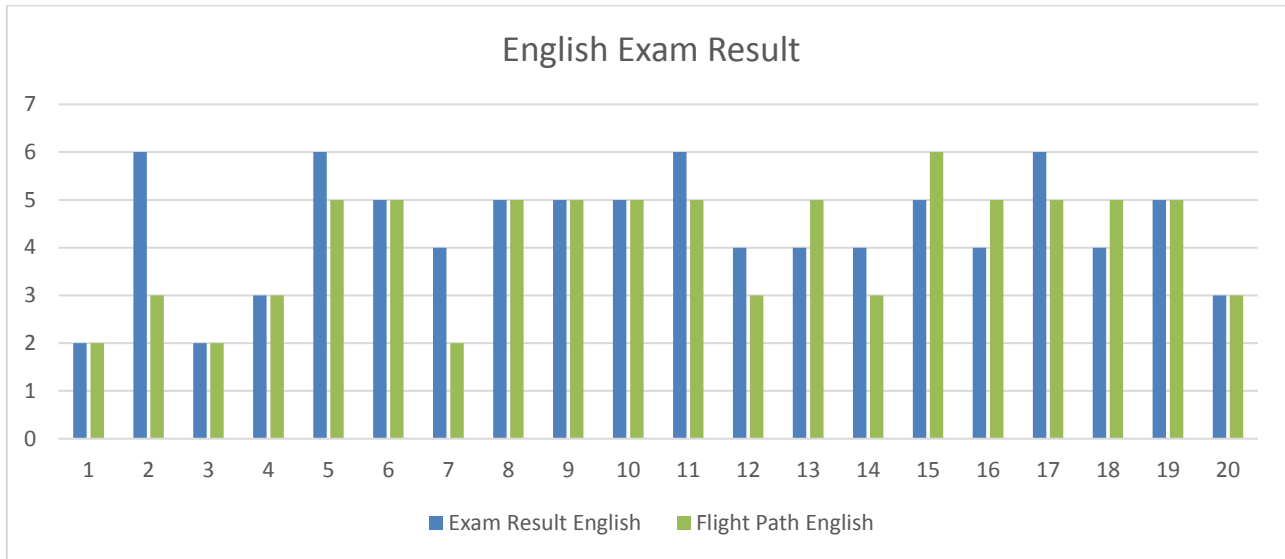


Comprehension



Most students showed improvements in their standardised scores. Where students didn't, a range of factors have been identified including precise targeting of the intervention and attitude to the assessment task.

This graph shows students' exam results compared to their flight path grades.



Expenditure 2018-19

This year, we plan to spend our catch-up premium resourcing our reading interventions. We will purchase additional licenses for Accelerated Reader. In addition, we have invested in sets of group reading books. These books are at the appropriate level for the students' accelerated reader score, and age appropriate. Each book has chapter-by-chapter questions based on different aspects of comprehension including vocabulary, prediction, inference and retrieval style questions.

In Maths, we will be looking to purchase resources that support the acquisition of key Maths skills.

We will staff various sessions including Maths, Spelling and Reading. Part of the staffing costs will be met through the catch-up premium. In addition, we will continue to use standardised assessments to target our interventions effectively.