

Year 7
Literacy and Numeracy
Catch Up Fund
2017-2018



The year 7 literacy and numeracy catch-up premium is additional funding given to schools to support year 7 students who did not achieve at least level 4 (now 'expected standard') in reading or maths at the end of Key Stage 2. The actual catch up funding figure is yet to be confirmed for 2017-18, but is assumed to be in line with previous years.

In 2017-2018, we plan to use the funding in the following ways:

Funding usage	Description	Intended impact
ATLAS teaching group	An additional year 7 group has been created to support 14 pupils – all of whom have reading ages 2-4 years below their chronological age. In addition, pupils' scaled scores are lower than expected scores for either reading, maths or both. The group supplies a nurturing, primary school like environment where pupils are taught by the same teacher (English specialist) for a large portion of their timetable.	Literacy skills will be driven through the majority of lessons – pupils' reading ages should increase.
Differentiated resources/texts for the ATLAS teaching group	Specialist resources were purchased in order to complete creative projects.	Pupils are more engaged in lessons and this should help improve their literacy and numeracy skills.
Reading Intervention Group	Reading intervention will take place during form time – each pupil will be linked with an older peer mentor who will listen to them read. New reading texts will be purchased in order to facilitate this.	Reading skills and ages should improve over time.
Year 7 English Intervention during form time	Pupils with low reading ages will be identified and targeted for additional intervention to help boost their reading skills during form time	Reading skills should improve over time
Year 7 Maths Intervention during form time	Pupils with lower than expected numeracy will be identified and targeted for additional intervention to help boost numeracy skills during form time	Numeracy skills should improve over time
Indirect Dyslexia Learning (IDL programme)	Cloud-based intervention software/programme specifically designed for pupils with dyslexia or those who are struggling with literacy skills. Pupils are withdrawn to use this in small groups at school and can also access this remotely at home.	Improved literacy skills – especially of those pupils with Meares Irlen Syndrome, autism, EAL learners and those struggling with basic literacy.
Coloured overlays for pupils with low literacy levels	Coloured overlays are used with pupils with low literacy levels (alongside those identified with Meares Irlen, dyslexia etc.)	Pupils can see the text more clearly which helps improve reading
Staff Training	IDL training provided to staff NQT/SD SEND training SD training Differentiation SEND overview September	Staff are better equipped to use the programme and to help pupils improve their literacy skills.

		Staff are more skilled to manage needs and set work at appropriate levels.
LSA support for pupils with weak literacy/numeracy skills	Selected pupils are given an additional lessons in a small group setting to work on literacy and numeracy skills once a week –though this is dependent on pupil need).	Improved literacy/numeracy skills
LSA support for pupils with weak literacy	Selected pupils attend sessions on a one to one basis with an LSA and are taken through the Toe by Toe programme	Improved literacy skills

In 2016-2017 Mount St Joseph received **£19,933** in catch up funding, we used the funding in the following ways:

Funding usage	Description	Impact
ATLAS teaching group	An additional year 7 group has been created to support 14 pupils – all of whom have reading ages 2-4 years below their chronological age. In addition, pupils’ scaled scores are lower than expected scores for either reading, maths or both. The group supplies a nurturing, primary school like environment where pupils are taught by the same teacher (English specialist) for a large portion of their timetable.	Literacy skills were driven through the majority of lessons – pupils’ reading ages improved. The ATLAS group has a greater staff to pupil ratio through the use of LSAs, resulting in more detailed knowledge of pupils and their strengths and weaknesses. This information can then be passed on to teachers in Year 8 so they are able to deliver the support pupils need.
Differentiated resources/texts for the ATLAS teaching group	Specialist resources were purchased in order to complete creative projects. Differentiated texts were purchased in order for pupils to access the curriculum	Pupils were engaged in lessons through a range of different teaching methods, this allowed pupils different learning styles and abilities to be catered for ensuring progression. This differentiated holistic approach drove improvement in both literacy and numeracy.
Reading Intervention Group	Reading intervention will take place during form time – each pupil will be linked with an older peer mentor who will listen to them read. We used the Premier League Reading Stars Programme.	Reading skills developed and improved. 71% of the pupils who participated in the reading programme improved their reading ages following this intervention. With three pupils improving by over a year.
Year 7 English Intervention during form time	Pupils with low reading ages will be identified and targeted for additional	Reading skills showed improvement

	intervention to help boost their reading skills during form time	
Year 7 Maths Intervention during form time	Pupils with lower than expected numeracy will be identified and targeted for additional intervention to help boost numeracy skills during form time	Numeracy skills should improve over time
Staff Training	NQT/Differentiation SD SEND training SEND overview September SEND key pupils/needs inset training	Staff are more skilled and able to set work at appropriate level. Staff have sound knowledge of both pupils and needs. Staff have knowledge of SEND reforms and their responsibilities.
LSA support for pupils with weak literacy/numeracy skills	Selected pupils are given an additional lessons in a small group setting to work on literacy and numeracy skills once a week –though this is dependent on pupil need).	LSAs highlighted pupils' strengths and weaknesses, they addressed these in targeted small group intervention increasing both spelling and reading ages. LSAs provided feedback to SEND leadership team and this information was shared with teaching staff and parents. LSAs addressed concerns when supporting in lessons and ensure work was suitably differentiated. This approach lead to pupils feeling supported and having the knowledge on were they needed to improve and the next steps to take. Following this if required pupils are referred to the Educational Psychologist for further assessments.
LSA support for pupils with weak literacy	Selected pupils attend sessions on a one to one basis with an LSA and are taken through the Toe by Toe programme	LSAs provide specialist support through a nationally recognised programme. This improves and monitors pupils literacy skills and is be used as strategy to support the Bolton LA literacy pathway for a diagnosis of Dyslexia which requires evidence of intervention and Educational Psychologist involvement.