

## Literacy & Numeracy Catch-up Funding 2019/2020

Actions	Who	Timescale	Cost	Intended Impact
<b>Literacy</b>				
<b>Additional Staffing</b> <ul style="list-style-type: none"> <li>7G is split into two classes for English to enable smaller class sizes.</li> <li>7G2 (which includes most of the pupils eligible for catch up funding) has 3 hours extra English a fortnight to target key literacy skills to support them across the curriculum.</li> </ul>	JSM – Main class teacher (6 lessons a fortnight) LC – Extra English (3 lessons a fortnight)	All year	Smaller classes for 7G1/G2 - £8681 3 hours extra English a fortnight - £4915.20	<ul style="list-style-type: none"> <li>Students make accelerated progress, achieving a minimum of Expected Progress throughout the year</li> <li>Students aim to make More than Expected Progress by the end of Year 7 in order for the progress gap to be fully closed and for catch-up students to be performing in line with peers arriving at the Expected Standard.</li> </ul>
<b>Curriculum</b> <ul style="list-style-type: none"> <li>The catch up students in 7G2 study a differentiated novel pathway for the Autumn term (The Breadwinner)</li> <li>The differentiated curriculum pathway for Autumn term includes differentiated assessments and more accessible extracts to bridge the Y6/7 transition</li> </ul>	JSM to teach the Breadwinner scheme of learning	Autumn term	£0	<ul style="list-style-type: none"> <li>Students bridge the skills gap between KS2 inference from the Year 6 curriculum and language analysis for KS3 English.</li> <li>Students achieve at least Expected Progress in their first reading assessment.</li> </ul>
<b>Accelerated Reader:</b> <ul style="list-style-type: none"> <li>Students read their Accelerated Reading books for 20 minutes a day (self-directed, signed off by parents/carers, tutors and English teachers to monitor).</li> <li>Students quiz books regularly to track progress.</li> <li>Library lessons are tailored to develop reading skills for across the curriculum.</li> </ul>	JW to lead until January 2020  TLR to lead for the Spring and Summer terms.  Class teachers to target specific students eligible for catch-up funding and to keep	All year	Bought for all Y7/8 students £9 per student + school license.	<ul style="list-style-type: none"> <li>Catch-up funding students make accelerated progress as measured by their STAR reading results.</li> <li>Care will need to be taken to ensure STAR results are accurate as there is disruption to library lessons during the Spring term</li> </ul>

<ul style="list-style-type: none"> <li>STAR reading tests will monitor progress termly. Final STAR reading tests will be in Spring 2020, prior to exams commencing</li> <li>Class teachers will intervene as appropriate.</li> </ul>	<p>appropriate records of reading intervention.</p>			
<p><b>Accessible Texts</b></p> <ul style="list-style-type: none"> <li>Accessible texts for the Victorian Voices scheme of learning to facilitate students in their study of 19th Century Texts (bought 2018/19)</li> <li>Accessible Shakespeare texts to facilitate access to Shakespeare in the Summer Term This should enable students to access the main schemes of learning and promote pupil progress over time</li> </ul>	<p>JW to coordinate</p> <p>LC (7G2 extra English Teacher) to use the Real Reads texts for Oliver Twist in Extra English during the Spring term to develop literacy skills.</p> <p>JSM (7G2 main teacher) to use Real Reads texts to supplement Romeo and Juliet teaching.</p>	<p>Spring Term – Oliver Twist in Extra English</p> <p>Summer Term – Romeo and Juliet in main English lessons</p>	<p>£0 for Oliver Twist (already bought)</p> <p>£5.99 a copy – Romeo and Juliet</p>	<ul style="list-style-type: none"> <li>Students achieve at least EP in these two highly challenging reading assessments.</li> <li>Students demonstrate their competency across the English AOs.</li> </ul>
<p><b>Departmental Intervention</b></p> <ul style="list-style-type: none"> <li>If students eligible for catch-up funding are identified under the department intervention programme, they will attend targeted intervention with subject staff in order to close areas of weakness from the last assessment.</li> <li>Students complete an independent study booklet to support intervention with subject staff.</li> </ul>	<p>EOD and SG to coordinate</p>	<p>November onwards</p>	<p>£0 other than copying costs</p>	<ul style="list-style-type: none"> <li>Student intervention booklets to demonstrate improvement in identified areas of weakness.</li> <li>Students achieve at least Expected Progress on the next reading / writing assessment (depending on which skill they have attended intervention for)</li> </ul>

<p><b>Reciprocal Reading and primary liaison</b></p> <ul style="list-style-type: none"> <li>• Train Lead teacher for Year 6 /7 English in Reciprocal Reading strategies to implement in Year 7</li> <li>• Year 6/7 leader to visit primary schools to collect examples of best practice supporting learners working at lower reading ages</li> </ul>	<p>SM to arrange training</p> <p>JW to attend training, feed back to the English department and disseminate good practice through library materials and literacy resources.</p> <p>JW to arrange primary liaison visits, possibly with DM (current teacher at the Enhanced Mainstream Provision) and JSM (current main teacher for 7G2)</p> <p>TLR to continue embedding these strategies for the Spring / Summer term.</p>	<p>Autumn Term</p>	<p>£2500</p>	<p>Reciprocal Reading strategies to be trialled in the remainder of 2019/20 academic year and embedded for the academic Year 2020/21</p>
<p><b>Wider Cultural Capital Activities</b></p> <ul style="list-style-type: none"> <li>• Students eligible for catch up funding to take part in a book for home project</li> <li>• Explore potential opportunities to broaden cultural capital for catch-up funding students</li> </ul>	<p>JW to lead up to January 2020</p> <p>TLR to coordinate in spring / summer terms.</p>	<p>November – February</p>	<p>£130 – based on each child having £10 to spend on a book.</p> <p>Local cultural capital opportunities – cost TBC depending on the events</p>	
<b>Numeracy</b>				
<p><b>Additional Staffing</b></p> <ul style="list-style-type: none"> <li>• All students with a maths KS2 score of 95 and below are taught in one class for</li> </ul>	<p>JB - Subject specialist maths teacher</p>	<p>All year</p>	<p>£36 per hour of teaching</p>	<ul style="list-style-type: none"> <li>• Students make a minimum of Expected Progress and aim to reach MEP on their</li> </ul>

mathematics and have an additional two lessons of maths per week	2 additional lessons of maths			assessments, closing the gap with peers.
<b>Curriculum</b> <ul style="list-style-type: none"> <li>Students in the Catch Up group are taught a differentiated mathematics curriculum, that supports and addresses the gaps in their knowledge</li> </ul>	Differentiated curriculum to support the national curriculum aims for maths for KS3	All year	£0	<ul style="list-style-type: none"> <li>Students to access problem solving questions with greater ease having developed their mathematical fluency</li> </ul>
<b>Small Intervention Work</b> <ul style="list-style-type: none"> <li>6 pupils will be working in a small group setting on a weekly basis in replacement of 1 hour of curriculum time to support them fully in accessing the curriculum pace</li> </ul>	EM – specialist maths teacher	All year	£36 per hour of teaching	<ul style="list-style-type: none"> <li>Students make a minimum of Expected Progress and aim to reach MEP on their assessments, closing the gap with peers.</li> </ul>
<b>KS3 Intervention Programme</b> <ul style="list-style-type: none"> <li>KS3 specialist intervention identified to support students who are BEP (Below Expected Progress) and intervene to address gaps in knowledge.</li> <li>Timetabled programme with KS3 maths specialist</li> </ul>	HS – KS3 TLR Post holder for mathematics	All year	Copying costs	<ul style="list-style-type: none"> <li>Pupils will develop their independence on tackling their numeracy skills which will enable rapid progress aiming for a minimum of EP</li> </ul>