

Year 7 Literacy and Numeracy Catch-up Grant – Woodlands Community College

What is the Year 7 catch-up grant?

The literacy and numeracy catch-up grant gives schools additional funding to support year 7 pupils who did not achieve the expected standard in reading or maths at the end of Key Stage 2 (a scaled score of below 100 in either subject).

The Department for Education provides this additional funding to secondary schools to help these pupils catch up in English and Maths with their peers.

Funding for the catch-up grant is based upon the funding from previous years. This does not mean an individual pupil has entitlement to the grant, rather the school has the discretion to spend this money to ensure that identified pupils are able to make the necessary progress.

What makes a pupil eligible for the literacy and numeracy catch-up grant?

Any pupil who joins Woodlands in year 7 with a standardised score below 100, what was originally a level 4c, in any of their literacy or numeracy assessments at Key Stage 2 will be in receipt of the interventions paid for using the literacy and numeracy catch-up grant.

How much is the Woodlands year 7 literacy and numeracy catch-up grant?

The money to be received this year from the Government is £9.917. The profile of pupils as of September 2019 at Woodlands who are eligible:

	All Pupils (182)		Boys (98)		Girls (84)	
	No Pupils	%	No Pupils	%	No Pupils	%
Reading	61	33%	40	41%	21	25%
Maths	38	21%	22	22%	16	19%
Both subjects	28	15%	19	19%	9	11%

How is the Woodlands year 7 literacy and numeracy catch-up grant being spent?

Schools can choose how to spend their catch-up grant money, as they are best placed to identify what would be of greatest benefit to the pupils who are eligible. Our aim is to rapidly close the gap in literacy and numeracy attainment between catch-up pupils who joined Woodlands in year 7 and their peers within their cohort. There is no single strategy that makes an overall positive difference to the progress in literacy and numeracy skills. It is the coherence of the school's approaches that enables us to narrow the achievement gap between catch-up pupils and other pupils.

Parental contact

Any parental queries regarding the year 7 literacy and numeracy catch-up grant please contact the Deputy Headteacher responsible for Curriculum – Deb Sutton (deb.sutton@woodlands.southampton.sch.uk).

Date of the next review of the Woodlands literacy and numeracy catch-up strategy:

September 2019 - Year 7 Literacy and Numeracy Catch-up Premium Strategy 2019-20

Initiative	Implementation strategies	Intent	Monitored by	Cost	Impact in 2018-19
<p>Whole school literacy</p> <ul style="list-style-type: none"> Accelerated reader Literacy lessons DEAR <p>Librarian</p>	<p>All of Key stage 3 use AR. This provides a termly updated reading age, a breakdown of patterns of reading and opportunities to develop vocabulary if vocabulary quizzes are taken.</p> <p>The use of AR is supported with dedicated Literacy lessons.</p> <p>Teaching staff listen to catch up pupils read as a priority and encourage regular and wide reading.</p> <p>It is also supported with daily DEAR. Catch up pupils are again targeted by teaching staff to listen to read.</p> <p>Reading throughout the whole school is supported by our librarian whose enthusiasm and knowledge about the range of reading material in our library is unrivalled in Southampton.</p> <p>Students are rewarded for regular and accurate engagement with reading through Accelerated Reader.</p>	<p>Students' reading age improves</p> <p>Students' improved literacy levels ensure they are able to access more areas of the curriculum</p> <p>Students' improved literacy levels leads to increased self-confidence and self-worth.</p> <p>Students develop a reading habit, that grows into a desire to read.</p>	<p>AHT responsible for T&L</p> <p>LRC Manager</p>	<p>£2816</p> <p>£19,188</p>	<p>Successfully embedded literacy strategies have resulted in an improvement of 2 years 1 month in reading ages throughout KS3 from the autumn to summer term 2018-19 – this will continue to be tracked in 2019-20</p>
<p>Whole School Vocabulary Focus</p>	<p>The school has identified a paucity of vocabulary as a key barrier to progress across the curriculum.</p> <p>This is a key focus in the school in 2020, and will involve the teaching of tier 2 vocabulary across the school.</p>	<p>Students active vocabulary increases.</p> <p>Level of understanding in reading, and vocabulary choice in writing increases.</p> <p>Students ability to access all areas of the curriculum increases</p>	<p>AHT responsible for T&L</p>	<p>£500</p>	<p>Work scrutinies, pupil voice and learning walks will provide evidence of increasing level of vocabulary choice.</p>

Transition writing project	The school has identified written communication as a barrier to progress for students throughout KS3 and 4. We have this year assigned an experienced English teacher to work alongside primary colleagues on a written transition project.	To ensure students arrive at Woodlands with an understanding of how to write “in greater depth” and that our curriculum continues the best practice from KS2	UP3 assigned role for Mr Capon	£1000	Evaluate in Summer term
Lexia	<p>Students work independently to develop reading skills in a structured, sequential manner with a focus on:</p> <ul style="list-style-type: none"> • Foundational skills to develop automaticity and fluency • Listening and reading comprehension with complex text • Academic vocabulary to improve comprehension <p>The program provides completely personalised learning.</p> <p>Time is allocated in school as well as a login to be able to access the program from home.</p>	<p>Students’ reading age improves</p> <p>Students improved literacy levels ensure they are able to access more areas of the curriculum</p>	<p>SENCO</p> <p>SENCO</p>	£695	54% of pupils improved their reading age by more than chronological 89% of pupils met or exceeded their end of year English target
<p>Maths and English</p> <p>Lead Practitioners</p>	<p>The school has employed two lead practitioners in English and Maths.</p> <p>Their primary role is to improve KS3 to 4 Maths and English progress, however they will specifically be working with key groups of students to catch up in these areas.</p>	Students to close the gaps in English and Maths in order to be able to function successfully in a core lesson	AHT responsible for T&L	£20,000	<p>54% of pupils improved their reading age by more than chronological 89% of pupils met or exceeded their end of year English tar</p> <p>85% of Year 7 met or exceeded their Maths targets</p>

<p>Maths and English</p>	<p>Small group key skills workshops are designed to meet the specific needs of those students with the largest gaps in their basic numeracy and literacy skills.</p>	<p>Students' reading age improves Students improved literacy levels ensure they are able to access more areas of the curriculum Students basic numeracy improves, including times tables.</p>	<p>SENCO SENCO SENCO</p>	<p>£15000</p>	<p>54% of pupils improved their reading age by more than chronological 89% of pupils met or exceeded their end of year English tar 85% of Year 7 met or exceeded their Maths targets</p>
<p><u>Maths</u> Numeracy Ninjas programme</p>	<p>All students participate in the Numeracy Ninjas programme in Maths lessons. Photocopied Numeracy Ninja booklets. Development activities</p>	<p>Students making expected progress in line with their peers. Reduced gap in outcomes. Improved attainment levels in Maths ensure students are able to access the Maths curriculum.</p>	<p>Subject Leader for Maths</p>	<p>£400</p>	<p>85% of Year 7 met or exceeded their Maths targets 69% of Year 7 pupils achieved a 1or 2 in their attitude score</p>