



## Year 7 Literacy and Numeracy Catch-up Premium Impact Report 2019-2020



The literacy and numeracy catch-up premium 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 (KS2).

### Overview of the School

Numbers of pupils and catch-up premium received	
Total number of pupils on roll	114
Number of pupils eligible for funding	6
Amount of catch-up received per pupil	£500
Total amount received	£3000

### Planned Expenditure

Planned Expenditure	Total
Pre-reading/Reading resources	£500
Makaton training	£500
Personalised AAC resources	£500
Teaching Assistant 1:1 support (personalised learning)	£1500
Total	£3000

### Nature of Support Planned 2019-2020

- To ensure personalised learning is at the heart of our provision delivering this through a fully differentiated approach within teaching/learning
- To provide a means to further pupil engagement in the teaching/learning process
- To provide additional support/resources within pupil's fluctuating wellbeing underpinning previous school-based initiatives
- To ensure all new learners to the school have an informed start in their secondary career
- To provide additional educational support (resources) to improve progress in Literacy and Numeracy

Learners will be identified using school based 10 strands and English/Maths assessment analysis; planned expenditure will support their personalised learning needs with the main aim of improving their skills within Literacy (Communication and Speaking and Listening). We recognise that to improve pupils Literacy skills we need to further develop their engagement within the teaching/learning process therefore, the funding may well support previous school-based improvement initiatives such as SALT

targets. Through such means we will be able to identify appropriate resources to further secure pupil engagement ensuring all pupils remain ready to learn.

On examination of the data for each pupil the teaching team will identify opportunities to 'close the gap' within Literacy/Numeracy and additional teaching/learning resources will be purchased. We will work closely alongside multi-agency teams to determine if additional resources are required to support the individual needs type of each pupil. We firmly believe this tailored approach fully informs our provision for each learner and provides opportunity for challenge within all learning.

## Impact

### Context

On examination of previous data sets held, the school determined the focus for the Year 7 catch up premium would be upon the further development of English (Literacy) skills.

### Impact

		Impact of Support						
	Pupil	English				Maths		
		S	L	R	W	N	M	G
Pupil	1							
Pupil	2							
Pupil	3							
Pupil	4							
Pupil	5							
Pupil	6							
	6 Pupils	R = 33% Y = 17% G = 50%	R = 33% Y = 17% G = 50%	R = 17% Y = 33% G = 50%	R = 33.3% Y = 33.3% G = 33.3%	R = 17% Y = 17% G = 66%	R = 33.3% Y = 33.3% G = 33.3%	R = 33% Y = 17% G = 50%
		English overall 71% of Year 7 pupils are making expected or better than expected progress				Mathematics overall 72% of Year 7 pupils are making expected or better than expected progress		
Rosehill School was partially closed on 23 March 2020 – June 2020 due to Coronavirus. The data in the above table is taken from information held at the time of the school closure where pupils had not completed the full range of planned interventions. Plans for 2020/21 will take account of this.								
Key:								
		Below Expected	Expected	Exceeded				

## **Impact of Support**

- Resources purchased further supported pupils pre reading/reading skills used through structured teaching sessions; on examination of the data sets held and pupil feedback, evidence demonstrates personalised reading aids continue to be a successful communication system.
- Learning walks, lesson observations and progress reviews evidenced increased use of communication systems for individuals e.g. Communication books.
- Makaton used by teaching assistants providing 1:1 support, assisting engagement in learning.