

HIGHAM LANE SCHOOL – Year 7 Literacy and Numeracy Catch-up Premium

The literacy and numeracy catch-up premium was introduced by the government in January 2013. Catch up funding is the extra money the government puts into schools to support students who do not achieve nationally expected standards in literacy and/or numeracy at Key Stage 2. The expected standard is now defined as a scaled score of 100 or above having previously been defined as a Level 4 or above.

Funding

Total funding in 2016-17 was £16,000

Total funding in 2017-18 was £16,000

Total funding in 2018-19 was £16,000

Expected funding in 2019-20 is £16,000

Interventions during the 2018-2019 academic year

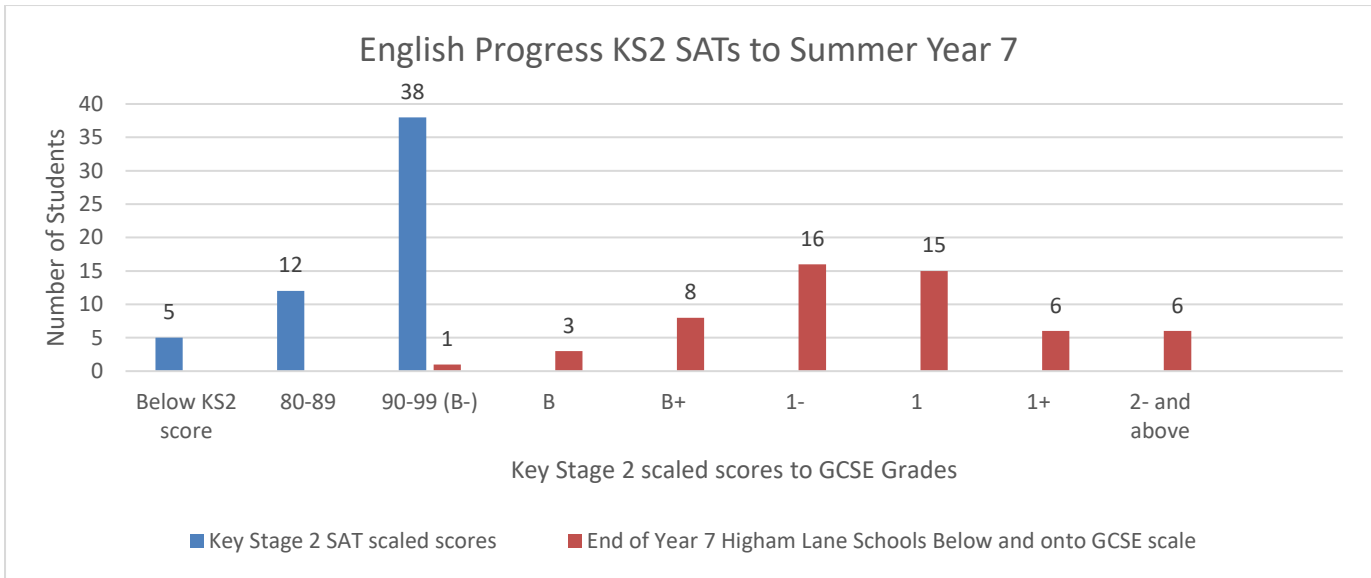
We used the funding to support a number of interventions including:

- Small group catch-up classes – maths and English tutors provided an extra 10 hours literacy and numeracy intervention work over a 10 week period.
- Extra English classes – Year 7 and Year 8 students with literacy difficulties studied Extra English in place of modern foreign languages.
- The Direct Instruction package, which provides the resources for the Extra English classes.
- MyMaths subscription to support numeracy skills.
- The purchase of the Accelerated Reader package as part of the Year 7 English course.
- Primary specialist to work as the Extra English Coordinator to develop programmes, resources and deliver phonics work etc.
- SENDCO delivering some Extra English lessons.

Impact 2018-2019

English

Year 7	July 2018	July 2019	Average progress
English – Below National Expected Standard 100.	55 students below national expected Standard 100 End of Key Stage 2 SATs Year 6.	44 of the 55 students were working at or above GCSE grade 1-, and 8 were working just below on a B+ the others 14 were working at B or B-	+1.25 of a GCSE grade (Outstanding progress is +0.81 GCSE grades per year) All students made progress Reading age average increase of 13 months

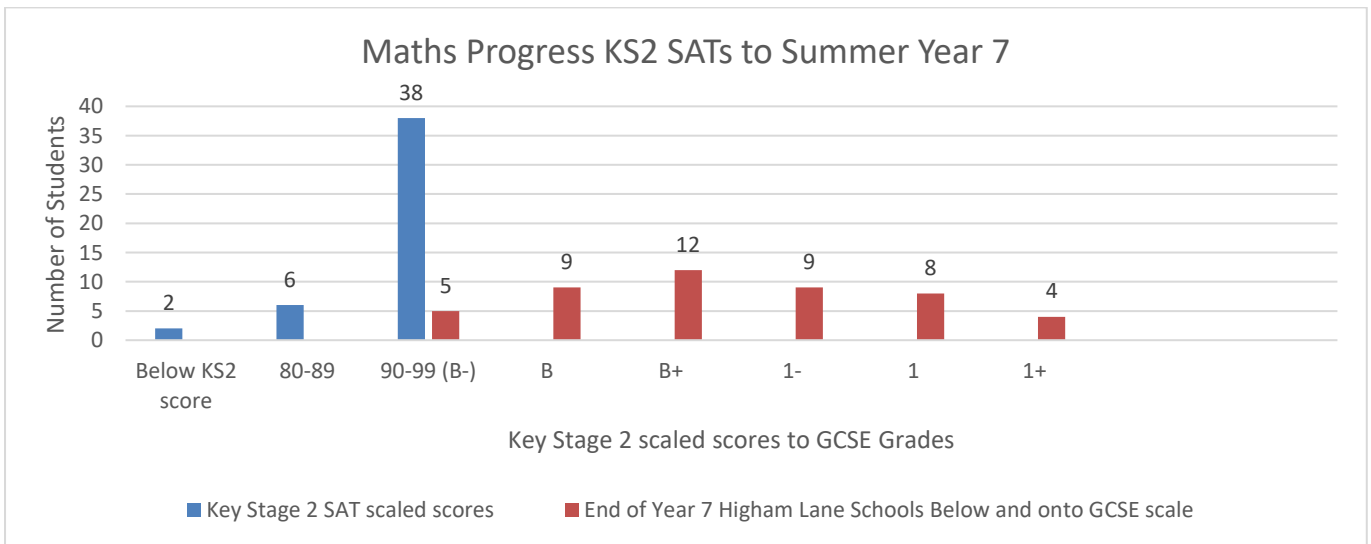


In July 2018, prior to their entry to Higham Lane School, 55 students had been assessed as significantly below the GCSE scale (scoring 80 to 99 in their End of Key Stage 2 SATs).

By July 2019, 43 students were assessed as working at a GCSE grade 1- or above, 8 students were assessed as working just below at a grade B+, 4 were working at B or B- grades. Outstanding progress would see students improve by a whole grade or more e.g. a student on a grade B- would be expected to have moved onto a grade 1-. All students made progress, the average progress was 1.25 of a GCSE grade, outstanding progress.

Maths

Year 7	July 2018	July 2019	Average progress
Maths – Below National Expected Standard 100.	47 students below national expected Standard 100 End of Key Stage 2 SATs Year 6.	20 of the 47 students were working at or above GCSE grade 1-, and 12 were working just below on a B+ the other 14 were working at B or B-	+1.31 of a GCSE grade (Outstanding progress is +0.81 of a GCSE grades per year) All students made progress



In July 2018, prior to their entry to Higham Lane School, 47 students had been assessed as significantly below the GCSE scale (scoring 80 to 99 in their End of Key Stage 2 SATs).

By July 2019, 21 students were assessed as working at a GCSE grade 1- or above, 12 students were assessed as working just below at a grade B+ and 14 were working at B or B- grades. Outstanding progress would see students improve by a whole grade or more e.g. a student on a grade B- would be expected to have moved onto a grade 1-. All students made progress, the average progress was 1.31 of a GCSE grade, outstanding progress.

Planned Interventions during the 2019-2020 academic year

Following analysis of impact this year we plan to use the funding to continue to support the interventions outlined above.

Diane Pitcher
Student Support Coordinator.