

## Literacy and Numeracy Catch-up 2021-22

### *What is it?*

The literacy and numeracy catch-up premium gave schools additional funding from the Department of Education to support our Year 7 pupils who did not achieve the 'expected standard' in reading and/or mathematics at the end of key stage 2 (KS2). This has been discontinued from academic year 2020-2021 however we will continue to develop strategies to support and boost children who arrive in year 7 below the expected standard in either English or Maths.

### *What we do?*

We assess the individual needs of each of the students who have not reached the expected standard at KS2. Where this is not applicable due to the pandemic, we will gather information and work collaboratively with primary feeder school to understanding the teacher assessment for students. We will also conduct assessment in the form of Cognitive Abilities Tests (CATS) in term 1 and reading assessment using Accelerated reader. This will help identify students who are not at the expected reading age. We carefully monitor the progress of all our students through our assessment framework and design a range of programmes and approaches that we know are effective.

### *How do we do it?*

English	Mathematics
<ul style="list-style-type: none"> <li>• Expand the reading curriculum incorporating years 7, 8 &amp; 9 (lower school) so that every student has a dedicated lesson once a week on reading. This follows the 'Accelerated Reader' - a programme that supports students in reading, enjoying, and understanding texts.</li> <li>• Have a particular focus on years 7 &amp; 8 whom have may have missed education opportunities to develop and progress in literacy due to the pandemic.</li> <li>• Use assessments to set students according to their ability so that teachers can scaffold learning appropriately.</li> <li>• Remodel the Curriculum maps (intent) that recaps prior learning at KS2, enabling mastering of key literacy</li> <li>• Use a dedicated HTLA English specialist (alongside a member of teaching staff) to run interventions such as small group session or one to one tutoring during mentor time, Wednesday afternoons and within class support.</li> <li>• Work with families and provide access and opportunity to virtual resources, included recorded lessons to embed knowledge and skills via the MS Teams platform.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with our feeder primary schools to understand pupils learning journey in Mathematics prior to entering HBHS</li> <li>• Re-organisation of the curriculum maps (intent) so that in terms 1 and 2, KS2 topics are revisited and aimed to be mastered.</li> <li>• Use of setting to place students in appropriate groups and to scaffold learning.</li> <li>• Mentor time withdrawal intervention in Maths, with Year 12 A-level mathematician's leading the students (supported by a member of the mathematics department), following a tailor-made recovery curriculum that focused=s on key underpinning numeracy strategies.</li> <li>• Work with families and provide access and opportunity to virtual resources, included recorded lessons to embed knowledge and skills via the MS Teams platform.</li> </ul>

*2018-2020 What we have done previously using the Literacy and Numeracy Catch-up Funding [taken from prior statement]*

### *What we do?*

We assessed the individual needs of each of the students who attract the Year 7 catch-up premium to decide the best way to use the funding. We carefully monitored the progress of all our students and designed a range of programmes and approaches that we know are effective.

### *How do we did it?*

- All Year 7 students followed 'Accelerated Reader' a programme that supports students in reading, enjoying and understanding texts.

In 2020, each child prior to joining the school in year 7 was given the same reading book to read over the summer. Students were then quizzed using this text and accelerated reader to give a baseline reading age which could then be tracked.

- Each student was given a Maths workbook to help them catch up on key knowledge and skills they may have missed during the pandemic. This was then analysed by the maths departments to ascertain gaps in knowledge, skill and application and these were then considered in future curriculum planning.
- All students were supported in their English and mathematics classes by highly skilled support staff
- Most students were taught English and mathematics in a small nurture group by a specialist teacher and teaching assistant
- Some students accessed a phonics programme to support them with their reading and writing skills
- If students were identified as not making appropriate progress, they accessed small group intervention in English and mathematics

### *What was the impact in 2018-20?*

- Students' reading progress was tracked through the completion of regular reading test. All students improved the reading ages over the intervention period

<b>2018-19</b>	<b>Average Reading Age on entry</b>	<b>Average Reading Age at the end of the intervention period</b>	<b>Improvement</b>
All year 7	10 years 7 months	11 years 6 months	11 months
Catch-up Funding	8 years 8 months	9 years 9 months	13 months
<b>2019-20</b>	<b>Average Reading Age on entry</b>	<b>Average Reading Age in Dec 2019</b>	<b>Improvement</b>
All year 7	10 years 9 months	11 years 2 months	5 months
Catch-up Funding	8 years 9 months	9 years 6 months	9 months

- Students' were regularly assessed and their progress is reviewed against the performance of similar ability students.

	<b>Number of students working above the average % result for similar ability students</b>	
	<b>English</b>	<b>Maths</b>
<b>2018-19</b>	10 students	16 students
<b>2019-20</b>	16 students	17 students