



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

The **Year 7 Literacy and numeracy catch-up premium** is allocated to schools to support all learners who did not achieve the expected standard in either English or Maths at the end of Year 6. In 2019 -20 the grant for Beaminster School was **£12,500**.

Beaminster School has used this grant in a number of ways including:

- The employment of progress teachers in English and Maths to support catch-up students during their lesson time
- Funding wave 3 interventions in reading and spelling for identified students
- Purchasing additional numeracy and literacy resources to support learners
- Purchasing online testing resources to ensure that students are carefully assessed and that their needs are understood
- Purchasing additional licences and providing dedicated staffing for 'Accelerated Reader'. This has ensured that all students have a reading book with them at all times and that comprehension and progress is regularly monitored.
- Additional literacy activities across the curriculum to consolidate and support the functional use of literacy skills.

Effect of the pupil catch-up premium on educational attainment:

- Students in this target group are reviewed regularly by the class and progress teachers
- Information is collated, reviewed and shared with home
- As a result of these programmes and excellent teaching and learning the progress of these students has improved considerably over the course of Years 7 and 8.

Key Research Findings include the following:

Literacy interventions:

- Many effective literacy intervention programmes have cooperative learning at their core (Slavin and Lake, 2008)
- The key elements of effective teaching approaches for low attainers in literacy include: early intervention, one to one and/or small group support and personalisation (Brooks, 2002); and,
- There are fewer interventions to help pupils struggling with reading in secondary education in comparison to a wide range of interventions designed to help primary pupils (Brooks 2002, 2007). However, some interventions that are primarily intended for use in primary schools could be used at any time between the ages of 6 and 14 (Singleton, 2009)
- The Education Endowment Fund provide ongoing guidance on best practice.
Accelerated Reader is seen as a good example of this.

Reporting

- It is the Headteacher's responsibility to inform the Governors, highlighting progress and impact of the work we do.
- The success of this intervention is reported to the parents of the students receiving support through termly meetings or reports.

Parental Contact

Any parental queries regarding the Pupil Premium Catch Up should be directed to **Mrs Siobhan Dinsmore, SENCo**.

Outcomes and Impact

Summer 2020

Despite the **Covid-19 lockdown from March 2020**, the data below shows that the majority of students identified for the Year 7 and 8 Premium Funding are making good levels of progress, with a good percentage exceeding expectations.

The employment of a **Specialist Literacy teacher** to deliver 1:1 and small group interventions has enabled us to deliver bespoke programmes as required, and to measure the impact of this work, both within the intervention parameters and in the context of the classroom.

We have also increased our capacity to support the most vulnerable learners with the development of our **Learning Hub**. Here, small groups of learners receive a modified curriculum so that TAs and specialist staff can deliver specific intervention programmes and increase levels of literacy and numeracy.

Along with all Year 7 and 8 students, we now have dedicated curriculum time for **Accelerated Reader (AR)**. This has significantly expanded our capacity to support reading and comprehension in these early secondary years, as well as providing a greater measure of progress.

The table below summarises the good progress made by identified students in the three Core subjects of English, Maths and Science (National progress rates for English / Maths approx. 70%).

The final two columns show the percentage of students making expected progress for Reading and Spelling, with the numbers in brackets indicating those exceeding expectations.

	English	Maths	Science	Reading	Spelling
Year 7 (26)	92%	73%	85%	85% (42%)	77% (31%)
Year 8 (26)	77%	82%	77%	87% (53%)	76% (48%)