



Year 7 Literacy and Numeracy Catch-up Premium

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). In 2016 to 2017 schools will receive the same overall amount of year 7 catch-up premium funding they received in 2015 to 2016, adjusted to reflect the percentage change in the size of their year 7 cohort, based on the October 2016 census. This means that this year Little Ilford School will receive £86,000.

How year 7 literacy and numeracy catch-up premium will be used 2016-17

Pupils who need extra support from the year 7 catch-up premium will be identified based on a number of key data: KS2 results (scaled score below the expected score of 100); Proof of Progress tests (carried out in September 2016); and teacher assessment.

The funding will continue to be used to pay for:

- Additional teaching in Study Plus and Numeracy classes which are intensive small-group teaching classes
- Additional teachers in English and maths to ensure students are taught in smaller class sizes.
- External services and materials such as Lexia, Magic Link Handwriting, drama companies and AQA support
- Teaching assistants and in class team teaching and support.

How year 7 literacy and numeracy catch-up premium was used 2015-16

Additional teaching staff are the main use of our funding. Little Ilford employs an additional 4 teachers to teach English, 3 additional teachers for maths and 6 HLTAs to support in English and maths.

Study Plus and Numeracy Classes:

This is a provision developed by our Maths and EMA teams which helps to support students who's Key Stage 2 English and maths results are below level 4. Schools receive additional funding for this and in 2015-16, Little Ilford received an additional £86,000 which was used in this area along with PPG funding.

In these lessons, students are taught in small groups of no more than 12 students with a focus on the teaching of specific skills:

- a) Development of students' writing and numeracy, to secure level 5+ and then GCSE grade C+.
- b) Support in transferring literacy skills into their English lessons.
- c) Increased verbal feedback, due to small groups, and greater opportunity for
- d) students to apply targets in the lesson, raising self-esteem.
- e) Teaching specific 'types' of writing from across the curriculum.
- f) Developing key mathematical skills which are transferable throughout the curriculum.

The EMA team are also responsible for Mid-Phase Admissions, meeting with new students and their families and ensuring that the appropriate support is put in place when students join us through the year.

Reducing class sizes for lower ability students is a key aim of the school. It enables teachers to work more closely with individuals giving them the help and support they need. It has been one of the key reasons why our results have been so positive in the past 5 years.

Impact:

Between 2010 and 2015, our English rates of progression for KS2 level 3 and below have significantly exceeded national rates of progression. In 2015, 80 % of students who attended Study

Plus achieved 3 levels of progress and 40% achieved 4 levels of progress. One stand-out student even exceeded this, achieving 6 levels of progress. In our survey, 83% of students and 88% of parents said that this had had a positive impact on their learning.

The most recent RAISE online (March 2016) information from the government also shows that our students, whether PPG or Non-PPG, attain higher maths and English results than nationally expected and make better progress.

It can also be seen on the latest results (2016) that the lower attaining group make significant progress in many of the key indicators including in English and maths +0.34 in English and 0.86 in maths. This means that on average, they have achieved a third of a grade higher in English and almost a full grade higher in maths compared to others in the country and these are the third highest group in the school for progress.

