

Lynn Grove Academy



Year 7 Catch-up Premium Plan 19-20

Overview of Funding

The literacy and numeracy catch-up premium provides state-funded schools with 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). The criteria for this additional support is a standardised score of less than 100 in either English or Maths. (A standardised score of 100 is considered the indication of a pupil being 'secondary school ready').

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Lynn Grove Academy's Catch-Up Funding Objectives

- To ensure catch-up pupils make rapid improvement in English and reach the expected standard for all Year 7 pupils
- To improve pupils' basic literacy skills to a level in line with their peers
- To ensure all catch-up pupils in Year 7 are able to access written texts across the whole curriculum
- To improve pupils' confidence and engagement in English
- To ensure catch-up pupils make rapid improvement in Maths and reach the expected standard for all Year 7 pupils
- To develop pupils basic numeracy to support them across the curriculum
- To improve pupils' confidence and engagement in Maths

The school must ensure that catch-up funding is strategically used to support this specific cohort of Year 7 pupils. The school must decide how this money should be spent to maximise opportunities for learning. They should take into account the backgrounds, needs and experiences of pupils, to appropriately match support.

All staff have a responsibility for raising the attainment, achievement and aspirations of all pupils; and within that, catch-up eligible pupils. Key members of staff including the Head of Maths; Head of English, the Special Needs Coordinator and the Assistant and Vice Principals have responsibility to ensure that these pupils make rapid and sustained progress in English and Maths, during Year 7, given their starting points.

All teachers are expected to use data that is made available to them, and data from regular formative assessments and marking to ensure that learning is well planned and delivered to meet the needs of these pupils. They are expected to have identified pupils who did not reach the expected standard at KS2 so initiatives can be appropriately targeted. Teachers are expected to consistently provide high quality feedback to improve pupil outcomes and to accelerate progress.

Identifying Gaps

The school has KS2 SATs data for the majority of pupils upon entry in Year 7; this is analysed to identify pupils who did not reach the expected standard in English, Maths or both subjects.

The school completes baseline assessments for reading and comprehension using the NGRT assessments. This data is used to plan high quality targeted interventions.

Pupils also complete a baseline assessment for English and Maths and this information is used to set pupils and ensure these ability sets are appropriately staffed with specialised teachers.

	2019-2020	
Total number of pupils on role	258	
Number of pupils who did not meet expected standard at KS2	Reading 75	Maths 55
Number of pupils who did not meet expected standard at KS2 (gained a standardised score of 94 or below)	Reading 27	Maths 24
Total amount of Catch-Up funding received	£29,279	

How the school intends to spend the funding 2019-2020:

The school's Catch-Up provision provides more general in-class support for pupils with scores of 100 or below and more specialised interventions for pupils who have scores 94 or less with small group or 1-1 support in the following areas:

- Access to the Lexia Power Up programme to improve literacy skills
- Read Write Inc phonics programme
- Reading comprehension support through the guided reading.
- Spelling support using a range of phonics resources
- Just Write handwriting programme and extended writing
- PiXL unlock to support vocabulary acquisition
- Maths support to improve basic skills, understanding of mathematical concepts and language.

In addition to this support, the school also has smaller class sizes in Year 7 for pupils with scores below 100, with a specialist teacher delivering a bespoke scheme of work that incorporates English & Maths. In addition, pupils with the lowest scores receive an additional literacy and numeracy lesson.

Pupils' progress is tracked throughout the year, at each assessment point. Progress in English & Maths is regularly assessed and successes are reported to parents.

The Catch-Up team meet half-termly to discuss pupils' progress, and interventions are tailored to ensure they are making rapid and sustained progress. The assistant Principal is also meeting regularly with Primary colleagues to identify learning gaps and ensure good practice is shared.

To support all pupils who have standardised scores less than 100 the following additional strategies are in place.

In English:

- Specialist teaching
- HLTA specialist support
- Extra access to the Accelerated Reader programme and library sessions to work on improving reading skills
- Set texts varied to suit the needs of lower ability pupils weekly with lower ability key stage 3 readers
- Just Write programme in form time for all pupils to encourage extended writing
- Use of Catapult programme to support pupils to meet the expected standard

In Maths:

- Specialised teaching
- HLTA specialist support
- Use of manipulatives (concrete resources to promote understanding of abstract concepts)
- Mastery style lessons and resources
- Further training for staff in teaching for Mastery
- Times Tables Rock Stars (daily programme to improve times tables recall)
- Exit tickets to check understanding of each topic
- Numeracy Ninjas programme
- Maths Leaders programme for Y7 mentored by Y10 pupils – every Thursday.

In Year 7 there is additional support for EAL pupils who need support in English Language to access the curriculum and who may not have KS2 scores. This is delivered by

- Specialist trained HLTA 1-2-1 support
- Access to bi-lingual dictionaries
- Access to EAL or bilingual texts to support reading