

Literacy and Numeracy Catch – Up Premium 2013-14

In 2013 -14 the school received a total of £19 500 to support the progress of students entering the school below L4 in English and Mathematics.

32 students entered the school below Level 4 in Mathematics and 28 below Level 4 in English. One student (below level 4 in both English and Mathematics) left the school before the end of year 7 and is discounted in this report.

Additional provision made for these students:

- Students were taught in smaller classes in English and in Mathematics than other students in the year group allowing more individual attention from the class teacher
- Teachers were provided with additional training on how to address the needs of these students and on how to make the curriculum appropriate but challenging for them

We call the provision above **Wave One Provision**.

Additionally these students received:

- Access to the Accelerated Reading Programme
- Access to regular extra lessons taught by Higher Level Teaching Assistants (HLTAs) and Teaching Assistants (TAs) to small groups of students. These members of staff had been trained by teaching staff in Mathematics and English and they delivered special programmes written by those teachers.

We call this **Wave Two Provision**.

Additionally, some of the very weakest students received:

- One to one support from HLTAs/TAs focused on specific barriers to progress faced by the student. In this work the HLTAs and TAs were advised by specialist English and Mathematics teachers and by the Special Educational needs Coordinator.

We call this **Wave Three Provision**.

Budget Expenditure:

Contribution to cost of the Accelerated Reading Programme	£3 000
Contribution to staff training	£2 000
Contribution to the cost of additional staff	£10 000
Resources	£2 000
Contribution to the cost of additional leadership/management time	£2 500

Impact:

The National Expectation is that students will make 3 levels of Progress over 5 years. The aim of the catch – up premium is to accelerate progress in Year 7 so that students reach Level 4 as quickly as possible.

The following table shows progress of these students by the end of Year 7:

	Mathematics	English
Numbers of students making:		
At least 1 full level of progress	6	9
2 sub levels of progress	10	8
1 sub level of progress	8	2
0 levels of progress	7	8
Numbers of students attaining:		
Level 4 or above	19	21
Below Level 4	12	6

The additional provision described above will continue into Year 8 for those students who have not made the progress expected of them.

We found that Wave Two Provision, whilst effective, had the effect of slowing the progress of some students in the lessons they missed for additional English and Mathematics (for example students sometimes came out of Art or Music lessons to do English). For 2014-15 we intend to address this by allocating HLTAs and TAs to the English and Mathematics departments so that the additional support is delivered in English and Mathematics lessons as well as before school, at lunch time and after school, in Beyond the Bell sessions. We believe that by allowing HLTAs and TAs to spend more time in their attached departments will also improve staff training.