



Year 7 literacy and numeracy catch-up premium

National Context

The DFE provides additional funding to schools for each Y7 pupil who has not achieved the expected standard in reading and/or mathematics at Key Stage 2. All state-funded schools receive an additional £500 (maximum) for each identified pupil. This money is received as one payment, usually made in February.

The money is to be used by schools to deliver additional tuition or intensive support in small groups, giving pupils valuable support to bring them up to speed so that they are more likely to succeed at secondary school.

The funding is not ring-fenced for catch-up activities but it is expected that this funding is used for additional literacy and numeracy catch-up during Year 7 given that this can make a critical difference to pupils at this important stage.

Context of Ripon Grammar School

The rates of progress in English and mathematics for the large majority of students are at least good and frequently outstanding. All groups of students achieve well including disabled students and those who have special educational needs and students in receipt of pupil premium funding. The sixth form is outstanding. Excellent teaching has maintained high standards enabling students to make outstanding progress.

The quality of teaching is outstanding because teachers have exceptional skills and all teachers have high expectations of their students. Teachers are experts in their subject area and inspire their students to be enthusiastic, motivated learners.

Those students with special educational needs have every opportunity to succeed and to reach their potential as part of a very caring community. Information about their performance is used effectively to support all learners, with well-focused planning and implementation of additional support where appropriate.

Ripon Grammar School was awarded outstanding in the latest OFSTED report in 2012; this included the achievement of pupils and the quality of teaching.

Objectives of Year 7 catch up Funding

- To narrow the gap by providing intensive literacy and/or numeracy support and raise attainment of those students entitled to Catch up Premium
- To raise self-esteem and aspirations of students entitled to catch up premium
- To enhance existing provision
- To identify concerns and target intervention and support to accelerate progress
- To intervene quickly if any chosen strategy or intervention fails to show impact
- To ensure that parents are informed and involved where appropriate

Amount of Year 7 Catch up Funding Received 2015/16

| | |
|--|-------|
| Number of children who did not receive at least level 4 in reading and/or mathematics at Key Stage 2 | 2 |
| Year 7 Catch up Funding pupil allocation | £500 |
| Total Year 7 catch up Funding grant (no of children x £500) | £1000 |

Amount of Year 7 Catch up Funding Received 2016/17

| | |
|---|-------|
| Number of children who did not achieve the expected standard in reading and/or mathematics at Key Stage 2 | 2 |
| Year 7 Catch up Funding pupil allocation | £500 |
| Total Year 7 catch up Funding grant (no of children x £500) | £1000 |

Allocation of funding 2015-16

| | |
|-----------------------------------|------|
| Teaching support | £500 |
| In class support | £300 |
| Resources and mentoring programme | £200 |

Summary of Year 7 Catch up Funding spend

Additional mathematics support through the use of My Maths- extra-curricular support for students to work at their own pace, providing solutions to their work

Weekly morning mathematics catch-up sessions with subject specialist

TA targeted support where necessary to provide assistance in lessons

Homework club- library supervised until 5pm Monday- Thursday, 4.30 pm Friday. Opportunity for support and guidance with homework tasks

Pastoral support- via Ripon Grammar School's pastoral system and Heads of School

Parental involvement- contact with parents to inform them of the support available and suggestions for how they can best support their children

Impact of Year 7 Catch-Up Funding

The impact of year seven catch-up funding was evaluated through the school's data and assessment routines, where National Curriculum Levels, progress, attitude, behaviour and homework were analysed for patterns and trends. Support was adapted at these points, if appropriate, in order to meet individual pupil's needs. Within numeracy, pupils interim test scores were regularly analysed for progress, and teaching support was then adapted to suit need. The identified students made good progress and met expectations.

Allocation of funding 2016-17

| | |
|-----------------------------------|------|
| Teaching support | £500 |
| In class support | £300 |
| Resources and mentoring programme | £200 |

Future Plans for Academic Year 2016/2017

Any remainder of the allocation for 2016/2017 will be used on the year 7 pupils to support their current transition into year 8, allowing individuals to continue to access the support and provisions required at an individual level in literacy as detailed above.

Investment in LUCID diagnostic tool- used to identify weak readers and spellers (information in additional to KS2 data)

Weekly small group catch up sessions focusing on spelling

Paired reading scheme for these identified as requiring additional support- sixth form buddy- first term. Student retested and may continue with the support if required. (Two mornings per week, initially read aloud- record card completed to track progress)

TA targeted support where necessary to provide assistance in lessons

Homework club- library supervised until 5pm Monday- Thursday, 4.30 pm Friday. Opportunity for support and guidance with homework tasks

Pastoral support- via Ripon Grammar School's pastoral system and Heads of School

Parental involvement- contact with parents to inform them of the support available and suggestions for how they can best support their children

Literacy resources- focus in library sessions on reading for pleasure; all students encouraged to read and guided to a book that would suit their level and interests

Attitude to reading survey completed- those with a poor attitude receive a one-to-one session and their progress is mapped and tracked through the library lessons