

The Year 7 Literacy and Numeracy Catch-Up Premium

The literacy and numeracy catch-up premium gives state-funded schools, including special schools and alternative provision settings, additional funding to support year 7 students who did not achieve the expected standard in reading or mathematics at the end of key stage 2. In 2018, Wellsway School received £10,729 of Catch-Up Premium.

These students entered Wellsway with a Key Stage 2 score below 100 in either mathematics or English.

How do we spend the Catch-Up Premium?

In mathematics we employ a specialist Numeracy Support Assistant. This person works in a number of ways:

- To encourage integration of students with numeracy difficulties in classes, developing methods to promote and reinforce self esteem
- To supervise groups of students requiring specific interventions, teaching in small groups where appropriate
- To participate with teaching staff in planning for individuals or groups of students
- Leading a paired numeracy scheme with older students to build confidence with mathematics through structured activities and games

In English we employ an HLTA with specialist literacy skills. This person provides bespoke support for individuals, for example by:

- Implementing specialist teaching programmes for addressing weaknesses in reading and spelling
- In class support
- Small groups and individual support with literacy catch-up

What is the Impact of the Catch-Up Premium?

Using precision teaching and a nationally recognised phonics programme, our literacy HLTA has enabled students to improve their reading and spelling ages by an average of three years over the course of one school year. We continue to develop our interventions and our literacy HLTA also leads other TAs in delivering effective interventions for our learners with additional needs in order to ensure that they are able to access mainstream classroom teaching and learning.

In mathematics, the Year 7 class groups supported by the Numeracy Support Assistant made considerably more progress, between their baseline score on entry and their end of year test, than those students in groups containing students who had met the expected standard in Year 6.

Mr D Cooper, Vice Principal – Progress

1/10/18