



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 mathematics at the end of key stage 2 (KS2).

The pupils who joined Parkside Community School below the expected standard for reading and/or mathematics will follow a weekly intervention programme that is funded using the catch-up premium. They have been removed from lessons in order to receive high quality focused support in reading and/or mathematics that will remove related barriers with the intention of making all curriculum areas accessible. Pupils will continue to receive the intervention in their subsequent academic years should it be deemed their progress is not at least at the expected standard. It is our intention to help these pupils to continue to make as much progress as possible with these core skills.

What is the catch-up premium funding?

The Government has allocated £500 per pupil to those pupils in the current Year 7 cohort who were below the expected standard in reading and/or mathematics.

Are pupils that fail to meet expected standard in both reading and mathematics eligible for double funding?

No - schools are allocated a maximum of £500 for each pupil who were below the expected standard in reading and/or mathematics.

Is this funding ring-fenced for catch-up activities?

It is not ring fenced but there is an expectation that it will be directed to additional reading and/or mathematics catch-up support during Year 7. Catch-up pupils will receive a variety of interventions including:

Mathematics and numeracy

Weekly mathematics interventions focus on key skills in mathematics and numeracy. Throughout the year pupils will focus on shape, time, decimals, fractions and statistics. Approximately £750.00 has been spent on resources for pupils that give visual aids to the planned work and this will evolve throughout the year to include supporting the completion of worded problems. Specialised whiteboards have also been purchased to help with coordinates, drawing charts/graphs and isometric drawings. All teaching and learning is pitched at exceeding the expected standard.

The mathematics department are trialing special Mathletics software that is designed to rapidly accelerate progress and can be used at home. Further work that can be completed at home, including differentiated work booklets, have also been implemented and are designed to improve their numeracy skills but to encourage parents to be involved in their child's learning.

Reading and literacy

Within the English department, weekly interventions take place for pupils for which catch up funding provides support. The interventions are run by a member of the English Department and they focus on the development

of basic reading and writing skills. Pupils use resources and scaffolding that mirrors that used in English lessons but that has been adapted to their specific needs. Pupils are provided with detailed, personalised written feedback in the format of 'what went wells' and 'Even better ifs' and these form an integral part of all reading and writing tasks. Shared reading and writing activities form the basis of more extended, independent work.

How will the impact of this intervention be measured?

Mathematics and numeracy

- Comparisons of the baseline test given in the first week in September, and the national standardised test in February. This is to give a six month period to measure the impact effectively as recommended by recent studies for assessing at Key Stage 3. The final test will be in June during the timetabled Year 7 exams.
- Work scrutiny of the work and observation by of all intervention by the Director of Mathematics.
- Pupil voice targeting their perceptions of the effectiveness of the intervention programme in improving pupils' numeracy.

Reading and literacy

- Comparisons between KS2 assessment results and standard assessments used within their English lessons that will be moderated within the department and as part of external verification processes.
- Comparisons with baseline assessment of reading and writing skills conducted by the intervention teacher and moderated within the department and periodic assessment throughout the delivery of the intervention programme.
- Work scrutiny of the work and observation by of all intervention by the Director of English.
- Pupil voice targeting their perceptions of the effectiveness of the intervention programme in improving pupils' skills in reading and writing and their confidence regarding literacy in general.

2015-2016 Reading and Literacy Progress		2015-2016 Mathematic and Numeracy Progress	
Pupils who entered Parkside at Level 3	86% are now working at Level 4	Pupils who entered Parkside at Level 3	75% are now working at Level 4
Pupils who entered Parkside at Level 2 or below	100% are now working at a level 3	Pupils who entered Parkside at Level 2 or below	25% are now working at a level 3

Will you be informed if your child is identified as being eligible for the catch-up premium?

All parents are informed in writing and receive details of the intervention that their child will receive.

Where can I find further information?

Please see <http://education.gov.uk/schools/pupilsupport/year7catchup>