

## **The 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 at least level 4 in reading and/or maths at the end of key stage 2 (KS2). As of 2016 allocation was awarded as follows:

The literacy and numeracy catch-up premium gives state-funded schools, including special schools and alternative provision settings, 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 expected standard is a scaled score of 100.

### **Allocation**

Schools receive an additional £500 for each pupil in year 7 who did not achieve at least level 4 in reading and/or maths at the end of KS2.

**Allocation for Riverside School 2013 to 2014: £16,000**

32 students (20 both reading and maths level 3 or below)

**Allocation for Riverside School 2014 to 2015: £15,000**

30 students

**Allocation for Riverside School 2015 to 2016: £18,000**

**Allocation for Riverside School 2016 to 2017: £31,000**

### **How Riverside School Spent the Funding in 2013-14**

#### **1. Improved contact ratios in Yr7 for low prior attaining students**

In order to support our students who arrive with low prior attainment we have created an extra teaching group in year 7 in order to allow these students to receive a more personalised and focused curriculum. 7S had 12 students and 7E 20 students. Students are taught all lessons together in these bands. This creates a need for an additional teaching post and pupil premium funding is also used to finance this structure.

#### **2. Curriculum**

Students in 7S received an adapted curriculum to spend 8hrs per week with the same teacher for all literacy focused subjects; English, history, geography and civics. The SENCO plans the programme of study, tailoring the unit of work to the specific needs of the cohort and assesses their progress periodically to inform their next steps.

#### **3. Teaching Assistant Support**

7S was allocated a full time Teaching Assistant (TA) to support the class at all times.

#### **4. An intensive withdrawal programme**

There are a number of withdrawal programmes in place for students who have additional literacy and numeracy needs:

- 'Toe by Toe'
- One-to-one withdrawal for one student with statements
- 'That Reading Thing'
- Numeracy 'Stretch and Support' Programme
- EAL withdrawal
- Mentoring

## **How Riverside School Spent the Funding in 2014-15**

### **1. Improved contact ratios in Yr7 for low prior attaining students**

In order to support our students who arrive with low prior attainment we have created an extra teaching group in each year group in order to allow these students to receive a more personalised and focused curriculum. 7S has only 10 students and 7E has 21 students as a consequence. This creates a need for an additional teaching post and pupil premium funding is also used to finance this structure.

### **2. Curriculum**

Students in 7S received an adapted curriculum to spend 8hrs per week by one teacher for all literacy focused subjects: English, history, geography and civics, and are taught 7hrs per week by one teacher for numeracy focused subjects: science and maths. The SENCO plans the programme of study, tailoring the units of work to the specific needs of the cohort and assesses their progress periodically to inform their next steps.

### **3. Teaching Assistant Support**

7S was allocated a full time Teaching Assistant (TA) to support the class at all times.

### **4. An intensive withdrawal programme**

There are a number of withdrawal programmes in place for students who have additional literacy and numeracy needs:

- Toe by Toe
- Project X
- Paired Reading (peer assisted learning)
- One-to-one withdrawal for two students with statements
- 'That Reading Thing'
- Numeracy 'Stretch and Support' Programme
- Mathematics one-to-one intervention with a maths teacher
- Success@arithmetic
- EAL withdrawal
- Mentoring

## **How Riverside School Spent the Funding in 2015-16**

### **1. Improved contact ratios in Yr7 for low prior attaining students**

In order to support our students who arrive with low prior attainment we have created an extra teaching group in year 7 in order to allow these students to receive a more personalised

and focused curriculum. 7S had 10 students and 7E 20 students. Students are taught all lessons together in these bands and each have a support teaching assistant who is with the class for the whole day. This creates a need for additional teaching posts and pupil premium funding is also used to finance this extended structure.

## **2. Curriculum**

Students in 7S received an adapted curriculum to spend 8hrs per week with the same teacher for all literacy focused subjects; English, history, geography and civics. Due to the success of the Literacy Focus Group a Numeracy Focus Group has been set up for 7S requiring the SENCo to train an additional member of staff to teach the required 7hrs. The SENCO plans the programme of study for the Literacy Group and co-plans with the Head of Science for Numeracy focus, tailoring the units of work to the specific needs of the cohort and assesses their progress periodically to inform their next steps.

## **3. Teaching Assistant Support**

7S was allocated the assistant SENCo to support the class at all times and 7E was also allocated a full time Teaching Assistant (trained by the SENCo) to support the students in core subjects.

## **4. An intensive withdrawal programme**

There are a number of withdrawal programmes in place for students who have additional literacy and numeracy needs:

- 'Toe by Toe'
- One-to-one withdrawal for one student with an EHC (limited)
- 'That Reading Thing'
- Numeracy 'Stretch and Support' Programme
- EAL withdrawal
- Mentoring
- Peer reading programme (peer assisted learning)
- Project X (literacy)
- Success@arithmetic (numeracy)
- Form time reading groups (led by English department)
- Social Skills group (Literacy)
- Mathematics one-to-one intervention with a maths teacher
- Handwriting ( THRASS)

## **How Riverside School Spent the Funding in 2014-15**

### **5. Improved contact ratios in Yr7 for low prior attaining students**

In order to support our students who arrive with low prior attainment we have created an extra teaching group in each year group in order to allow these students to receive a more personalised and focused curriculum. 7S has only 10 students and 7E has 21 students as a consequence. This creates a need for an additional teaching post and pupil premium funding is also used to finance this structure.

## **6. Curriculum**

Students in 7S received an adapted curriculum to spend 8hrs per week by one teacher for all literacy focused subjects: English, history, geography and civics, and are taught 7hrs per week by one teacher for numeracy focused subjects: science and maths. The SENCO plans the programme of study, tailoring the units of work to the specific needs of the cohort and assesses their progress periodically to inform their next steps.

## **7. Teaching Assistant Support**

7S was allocated a full time Teaching Assistant (TA) to support the class at all times.

### **An intensive withdrawal programme**

There are a number of withdrawal programmes in place for students who have additional literacy and numeracy needs:

- Toe by Toe
- Project X
- Paired Reading (peer assisted learning)
- One-to-one withdrawal for two students with statements
- 'That Reading Thing'
- Numeracy 'Stretch and Support' Programme
- Mathematics one-to-one intervention with a maths teacher
- Success@arithmetic
- EAL withdrawal
- Mentoring

## **How Riverside School Spent the Funding in 2016-17**

### **1. Improved contact ratios in Yr7 for low prior attaining students**

In order to support our students who arrive with low prior attainment we have created an extra teaching group in year 7 in order to allow these students to receive a more personalised and focused curriculum. 7S had 8 students and 7E 22 students. Students are taught all lessons together in these bands and each have a support teaching assistant who is with the class for the whole day. This creates a need for additional teaching posts and pupil premium funding is also used to finance this extended structure.

### **2. Curriculum**

Students in 7S received an adapted curriculum to spend 8hrs per week with the same teacher for all literacy focused subjects; English, history, geography and civics. Due to the success of the Literacy Focus Group a Numeracy Focus Group has been set up for 7S requiring the SENCo to train an additional member of staff to teach the required 7hrs. The SENCO plans the programme of study for the Literacy Group and co-plans with the Head of Science for Numeracy focus, tailoring the units of work to the specific needs of the cohort and assesses their progress periodically to inform their next steps.

### **3. Teaching Assistant Support**

7S was allocated the assistant SENCo to support the class at all times, a Teaching assistant to support the students in core subjects and an additional Learning Support Assistant to support the

needs of two individuals within 7S. 7E was also allocated a full time Teaching Assistant (trained by the SENCo) to support the students in core subjects.

#### 4. **An intensive withdrawal programme**

There are a number of withdrawal programmes in place for students who have additional literacy and numeracy needs:

- 'Toe by Toe'
- One-to-one withdrawal for one student with an EHC (limited)
- 'That Reading Thing'
- Numeracy 'Stretch and Support' Programme
- EAL withdrawal
- Mentoring
- Peer reading programme (peer assisted learning)
- Project X (literacy)
- Success@arithmetic (numeracy)
- Form time reading groups (led by English department)
- Social Skills group (Literacy)
- Mathematics one-to-one intervention with a maths teacher
- Handwriting ( THRASS)
- Each class were provided with a set of books to read as a class novel

#### **Assessment**

A number of assessments were purchased to assist with improving progress and attainment. Allowing teaching staff to plan specifically for individual:

- Dyslexia Portfolio
- Lucid Exact
- Pearson DASH

#### **Impact**

Achievement of the students receiving catch-up funding 2013-14

<b>Subject</b>	<b>Progress</b>	<b>On track for attainment at grade 4+ (equivalent to legacy C or better)</b>
English	100% exceed expected progress	100%
Maths	83% exceed expected progress and 100% achieve expected progress	89%

Achievement of the students receiving catch-up funding 2014-15

<b>Subject</b>	<b>Progress</b>	<b>On track for attainment at grade 4+ (equivalent to legacy C or better)</b>
English	100% exceed expected progress	100%
Maths	83% exceed expected progress and 100% achieve expected progress	89%

Achievement of the students receiving catch-up funding 2015-16

<b>Subject</b>	<b>Progress 8</b>	<b>On track for attainment at grade 4+ (equivalent to legacy C or better)</b>
English	+1.09	100%
Maths	+1.38	99.17%

Achievement of the students receiving catch-up funding 2016-17

<b>Subject</b>	<b>Progress 8</b>	<b>On track for attainment at grade 4+ (equivalent to legacy C or better)</b>
English	1.07	93.5%

Maths	0.82	88.1%
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