



# The Royal School

Wolverhampton

## Literacy and Numeracy Catch Up Funding Strategy

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## **Year 7 Literacy and Numeracy Catch Up Funding**

In March 2019 a total of £9,989 was awarded for supporting students with low prior attainment at Key Stage 2. This is defined as students who did not achieve the expected standard (a standardised score of 100) in Key Stage 2 Reading and/or Mathematics.

### **Identification Process**

- All pupils who did not achieve the expected standard at Key Stage 2.
- Pupils identified from baseline assessment with a reading age lower than their chronological age.
- Analysis of internal attainment and progress data from English and Maths.

### **In order to support these students the money was spent as follows:**

- Small group work and intervention led by Teaching Assistants and teaching staff, which is focussed on developing reading, spelling, literacy and numeracy (part funded by the literacy and numeracy catch-up funding, at a cost of £3000 from catch up funding)
- Employment of a Maths specialist teaching assistant to provide numeracy support on a one-to-one or small group basis to students (employed from June 2017 part funded by the literacy and numeracy catch-up funding, at a cost of £3000 from catch up funding).
- Staffing to allow for smaller groups for lower ability students in English and Maths (no catch up spent, additional cost from planned school spending and pupil premium).
- Resources (additional books and software tools) for supporting progress within literacy/numeracy (£1989 from catch up funding)
- Lexia reading scheme, with weekly morning sessions led by a teaching assistant for students using the scheme, as well as access to the software at home (£2000 from catch up funding).
- Homework club (no catch up spent, additional cost from planned school spending).

### **Planned Spending for 2019-20 Academic Year**

- Early identification using Key Stage 2 results in July 2019 followed by baseline testing in September 2019 of new Year 7 intake.
- Analysis of impact of strategies from 2018-19 and continued implementation where successful.
- Additional funds allocated for resources as ipads to be purchased as additional teaching tool for intervention groups.
- Review of financial resources available in March 2020 when the next funding allocation is received.

### **How Progress is measured:**

- Expected progress in the spring term is where pupils are less than one grade away from their end of year target.
- More than expected progress is when pupils are meeting their end of year target in the spring term.

## Outcomes Year 7 Summer 2018

	No of pupils	More than expected progress	Expected Progress	<i>Less than expected progress</i>
Literacy Catch Up	32	14 (43%)	16 (50%)	2 (6%)
SEN	12	4	5	1
EAL	11	2	9	0
PP	11	3	6	2

	No of pupils	More than expected progress	Expected Progress	<i>Less than expected progress</i>
Numeracy Catch Up	17	7 (41%)	8 (47%)	2 (11%)
SEN	8	4	3	1
EAL	5	1	4	0
PP	8	3	5	0

## Percentage of pupils who have made at least expected progress in Summer 2018 (Year 7)

	At least expected progress in Literacy	At least expected progress in Numeracy
Total percentage	93%	88%
% of pupils with SEND	75%	87.5%
% of pupils with EAL	81%	100%
% of pupils with PP	81%	100%

## Outcomes Year 8 Spring 2019

	No of pupils	More than expected progress	Expected Progress	<i>Less than expected progress</i>
Literacy Catch Up	31	6 (19%)	24 (77%)	1 (3%)
SEN	12	1	10	1
EAL	10	2	7	1
PP	6	1	5	0

	No of pupils	More than expected progress	Expected Progress	<i>Less than expected progress</i>
Numeracy Catch Up	18	14 (70%)	4 (20%)	0
SEN	9	5	3	0
EAL	5	4	1	0
PP	6	6	0	0

## Percentage of pupils who have made at least expected progress by Spring 2019 (Y8)

	At least expected progress in Literacy	At least expected progress in Numeracy
Total percentage	97%	100%
% of pupils with SEND	92%	100%
% of pupils with EAL	90%	100%
% of pupils with PP	100%	100%

## Outcomes Year 7 Spring 2019

	No of pupils	More than expected progress	Expected Progress	<i>Less than expected progress</i>
Literacy Catch Up	18	7 (38%)	8 (40%)	3 (16%)
SEN	4	2	1	1
EAL	9	5	4	0
PP	7	3	3	1

	No of pupils	More than expected progress	Expected Progress	<i>Less than expected progress</i>
Numeracy Catch Up	19	4 (21%)	15 (79%)	0
SEN	5	0	5	0
EAL	10	3	7	0
PP	9	1	8	0

## Percentage of pupils who have made at least expected progress by Spring 2019 (Y7)

	At least expected progress in Literacy	At least expected progress in Numeracy
Total percentage	83%	100%
% of pupils with SEND	75%	100%
% of pupils with EAL	100%	100%
% of pupils with PP	87%	100%