**Year 7 Numeracy and Literacy Catch-Up Premium (2016-17)**

In 2013 the Government made a commitment to provide annual additional educational funding to schools for each Year 7 pupil who had not achieved level 4 in reading and/or mathematics at Key Stage 2. Schools received additional funding to target Year 7 pupils who did not achieve at least level 4 in reading and/or mathematics at Key Stage 2.

**Catch-Up Premium (2016 - 2017)**

In 2016-17, the allocation for Walthamstow School for Girls was £11,000 based on the previous year’s allocation by the Department for Education. This additional grant was primarily used to target support in small intervention groups.

Literacy Support

A dedicated Year 7 Literacy catch-up programme is run by a Teacher of Literacy. Students are selected on the basis of their KS2 data on entry and Cognitive Abilities Tests (CATs) assessments conducted at the beginning of Year 7. This year a cohort of 25 students were identified for intensive literacy sessions through the programme to ensure all made at least expected progress through Year 7.

We also run an Accelerated Reader project in Year 7 to build reading skills in a structured programme of reading and reviewing both fiction and non-fiction texts. This project is overseen by the Accelerated Co-ordinator and Learning Resources Centre (LRC).

Numeracy Support

We continued with our successful grant funded Mathematics Transition Project with two partner primary schools. This project initially employed two dedicated Teachers of Mathematics to teach Year 6 students at our partner schools and identified underachieving Year 7 students at our school. The aim of this project was to tackle the underachievement at the primary level so that we minimise the number of students who enter Year 7 at below level 4.

Impact of Year 7 Catch-Up Funding

The impact of the Year 7 catch-up funding was evaluated through the school’s data and assessment tracking systems, where National Curriculum levels and progress were analysed for patterns and trends. Support was adapted at these points, if appropriate, in order to meet individual student's needs.

1. Numeracy: Maths Group Assessment 2016-17

The table shows the progress of both year 7 classes, one in band A and one in band B, with students with Standard Scores below the expected 100 in year 6. These classes are taught by our transition teacher.

The last column shows the score for the re-take during year 7. Columns 2-4 show the set movement for individual students. The green boxes indicate when students have moved up sets. For example in the first row the student from 7S moved from set 4 to set 3 in May 2017. In year 8 all students are taught in one band in sets 1-8. Those pupils un-highlighted are now currently being taught in Year 8, set 7, with the exception of 4 pupils who have remained in Set 8.

| **Class year 7 Maths Set 4A** | **Feb 17 – from Ma4 to set Ma3** | **May 17 – from Ma4 to set Ma3** | **Sept 17 – to set 5** | **SATs 2016 Standard Score (100 is the expected score)** |
| --- | --- | --- | --- | --- |
| 7S |  |  |  | 100 |
| 7F |  |  |  | 97 |
| 7F |  |  |  | 97 |
| 7S |  |  |  | 101 |
| 7W |  |  |  | 102 |
| 7W |  |  |  | 101 |
| 7S |  |  |  | 96 |
| 7W |  |  |  | 85 |
| 7F |  |  |  | 97 |
| 7S |  |  |  | 100 |
| 7W |  |  |  | 97 |
| 7F |  |  |  | 87 |
| 7W |  |  |  | 100 |
| 7S |  |  |  | 100 |
| 7F |  |  |  | 99 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Class year 7 Maths Set 4B** | **Feb 17 – from Ma4 to set Ma3** | **May 17 – from Ma4 to set Ma3** | **Sept 17–to set 6** | **SATs 2016 SS** |
| 7C |  |  |  | 100 |
| 7H |  |  |  | 90 |
| 7H |  |  |  | 96 |
| 7G |  |  |  | 100 |
| 7G |  |  |  | 94 |
| 7C |  |  |  | 98 |
| 7G |  |  |  | 101 |
| 7C |  |  |  | 100 |
| 7G |  |  |  | 97 |
| 7G |  |  |  | 100 |
| 7C |  |  |  | 99 |
| 7H (left school) |  |  |  |
| l7H |  |  |  | 97 |
| 7H |  |  |  | 98 |
| 7H |  |  |  | 88 |

1. Literacy: Assessment Headlines

Students in year 7 who are below the expected score of 100 are withdrawn from lessons for 30 minute sessions in small groups. These small groups are taught by our specialist literacy teacher on Monday, Wednesday and Friday mornings. The outcomes are as follows;

* Overall, 71% of the girls (17 out of 24) achieved at least the expected standard (a scaled score of 100+)
* Two girls achieved an ‘at greater depth’ score which is 10% higher than the expected standard

| **Form** | **July 2017AS = achieved standard\* (scaled score)** | **KS2 in 2016 (scaled score)** | **Number of scheduled sessions over a fortnight (out of six)** |
| --- | --- | --- | --- |
| 7G | AS (103) | 95 | 6 |
| 7H | NS (81) | 83 | 4 |
| 7G | AS (100) | 92 | 4 |
| 7G | NS (99) | 94 | 4 |
| 7C | AS (110) | 96 | 6 |
| 7C | AS (103) | 93 | 4 |
| 7F | AS (103) | 88 | 6 |
| 7F | NS (86) | 89 | 6 |
| 7F | NS (88) | 92 | 6 |
| 7F | NS (92) | 87 | 5 |
| 7F | AS (103) | 95 | 6 |
| 7H | AS (103) | 89 | 6 |
| 7H | AS (108) | 90 | 6 |
| 7H | AS (104) | 94 | 5 |
| 7H | NS (0) | 90 | 5 |
| 7W | NS (91) | 92 | 5 |
| 7W | AS (113) | 91 | 6 |
| 7F | AS (104) | 92 | 5 |
| 7S | AS (100) | 91 | 5 |
| 7S | AS (108) | 87 | 6 |
| 7S | AS (103) | 95 | 5 |
| 7S | AS (100) | 96 | 5 |
| 7C | AS (109) | 95 | 6 |
| 7C | AS (103) | 94 | 5 |

Historical Progress Data

|  |  |  |
| --- | --- | --- |
| **Literacy** | **2014-15** | **2015-16** |
| < Level 4 English (reading) | 7 | 11 |
| 2+ Levels progress | 6 | 10 |
| 3+ levels progress | 3 | 6 |
| Level 4+ English at End of Year | 1 | 6 |
|  |  |  |
| **Numeracy** | **2014-15** | **2015-16** |
| < Level 4 Maths | 14 | 20 |
| 2+ Levels progress | 10 | 10 |
| 3+ levels progress | 5 | 6 |
| Level 4+ Maths at End of Year | 8 | 12 |

**Catch-Up Premium (2017 - 2018)**

Our provisional allocation will be £11,000.

As student outcomes were positive last year, the current Year 7 students are following a similar programme to that of 2016-2017 cohort, to develop their reading, spelling and numeracy skills.

We have continued to invest in the Mathematics Transition Project with the shared employment of one KS2/KS3 mathematics teacher who will work with pupils who risk transferring to secondary school with mathematics levels below level 4. This project continues with three schools involved; Walthamstow School For Girls, Henry Maynard and Greenleaf Primary School.