**Year 7 Numeracy and Literacy Catch-Up Premium (2017-18)**

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 (2017 - 2018)**

In 2017-18, 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 a baseline assessment in English conducted at the beginning of Year 7. This year a cohort of 25 students was 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 Reader 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. 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.

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. Year 7 literacy catch-up

Impact

* 1. Reading Assessment Headlines
* Overall, 76% of the students (19 out of 25) achieved at least the expected standard (a scaled score of 100+)
* Three students achieved an ‘at greater depth’ score which is 10% higher than the expected standard
* Pupil Premium Data: 90% of the students (9 of 10) who trigger Pupil Premium funding achieved the expected standard; three students achieved ‘at greater depth’
	1. Writing Assessment Headlines
* 78% (14 out of 18) achieved a level 4.

 (assessment without levels): 44% (8 out of 18) are on track.

* Pupil Premium data (writing): 100% (8 out of 8) achieved a level 4.
(assessment without levels): 50% (4 out of 8) are on track.

 (Previously, the expected standard was a level 4C; under the new assessment procedures this is now a minimum of level 4B.)

* The sole student who was PKG (pre-key stage/growing development of the expected standard) at the start of September 2017 has made significant progress.
1. Year 7 numeracy catch-up support

Impact

* 1. Numbers of students coming to WSFG below standard is reducing every year.

In 2016-17 thirty students joined WSFG being below standard for numeracy. In 2017-18 it was twenty three students and in 2018-9 it is 17 students. Only one student from our two partner primary schools, which are our main feeder schools, joined WSFG below standard this year.

* 1. The majority of students below standard reach the required standard after one academic year.

In 2017-18 nineteen out of twenty three students moved to sets 6 or 7. The remaining 4 students receive extra support in set 8.

**Catch-Up Premium (2018 - 2019)**

Our provisional allocation will be £11,000. The DfE have baselined the allocation to school allocation from the 2015/16 academic year.

As student outcomes were positive last year, the current Year 7 students are following a similar programme to that of the 2017-2018 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 two schools involved; Henry Maynard and Greenleaf Primary School.