



## **Year 7 Literacy and Numeracy ‘Catch up’ Funding Report (2019-2020)**

Notley High School & Braintree Sixth Form was allocated £17,750 in funding in the 2019-2020 academic year, to support the 81 students who met the criteria in either reading and/or Maths. This funding, as the name suggests, was to help these students to ‘catch up’ with their peers during their first year at the academy and therefore be “secondary ready”.

### **How we spent the 2019-2020 funding:-**

#### **Literacy Catch-up Intervention**

58 students have been identified as not achieving the expected standard in reading at KS2. Student needs have been further identified by completing baseline assessments in reading and spelling.

- Students fortnightly lessons in an IT space to work with the Accelerated Reading (AR) system.
  - The lessons will predominantly be used for students to read and complete AR quizzes. They are designed to boost literacy;
  - Catch up students are monitored and have appropriate book allocations to help them to catch up.
- Data from the Accelerated Reader programme is used to allow the English & Media Faculty to:-
  - identify the small steps the students need to complete to become secondary ready. This is shared with parents/carers; weekly targeted lesson by KS3 Coordinator on specific catch-up statement topics
  - a group of Year 10/Sixth Form 'reading mentors' are used to support Year 7 students in engaging with AR and regular reading during Drop Everything and Read (DEAR) during tutor time. They will be tasked with helping students to read a predetermined number of books by a series of set dates that the students will then be quizzed on;
  - AR quiz dates, books and progress towards targets dates will be shared with Year 7 parents/carers.

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	<b>Cost</b>
Further diagnostic testing (staff time, photocopying, resources)	£550
Use of Learning Mentors within lesson to support student in accelerating reading	£7,000
Accelerated Reading Programme	£1,500
Accelerated Reader – Quick Read books for Catchup	£500
DEAR time in both tutor time and lesson time	£0
Breakfast reading club	£200

At the start of year in 2020-2021, following COVID Lockdown, the catch up students were assessed against the English Secondary Ready Statements – 69.6% of them were deemed to have met the standards and “caught up”

## Numeracy Catch-up Intervention

57 students have been identified as not achieving the expected standard in Maths at KS2. Student needs have been further identified by completing baseline assessments in Maths.

- Numeracy Ninja system is used to raise key skills on arithmetic.
  - It covers the skills students should have by the end of their time at primary school;
  - Data from the system is used to co-ordinate the use of Learning Mentors to withdraw students.
- Learning Mentors take students out of class and provide one to one and small group interventions.
- A dedicated textbook provided to catch up students with differentiated work and a mixed ability scheme of work.
- A group of Year 10/Sixth Form 'maths mentors' are used to support Year 7 students in engaging with numeracy catchup during tutor time;

	<b>Cost</b>
Further diagnostic testing (staff time, photocopying, resources)	£550
Numeracy Ninja resources & photocopying	£200
Targeted interventions using Learning Mentors within lessons	£7,000
Use of mastery maths materials to supplement existing materials and accelerate progress	£150

At the start of year in 2020-2021, following COVID Lockdown, the catch up students were assessed against the Maths Secondary Ready Statements – 67.8% of them were deemed to have met the standards and “caught up”

## How do we know when students have “caught up”:

At the start of the year, students identified as being “catch up” students are baseline assessed to see if some of them can be quickly brought up to secondary ready standard. This helps to make a smaller group for more detailed intervention.

Students that are not classified as having caught up join the afore-mentioned interventions. At half termly assessment points, the students are assessed against a set of secondary ready statements to guide the next level of intervention.

We track students’ achievement of secondary ready statements when a student has achieved all the statements that are considered “caught up” (CU). School records will then be updated to indicate this.

<b>English Secondary Ready Statements</b>	<b>Maths Secondary Ready Statements</b>
<ol style="list-style-type: none"><li>1. Identify and discuss themes and conventions in and across a wide range of writing.</li><li>2. Make comparisons within and across books.</li><li>3. Check that the book makes sense, discussing understanding and exploring the meaning of words in context.</li><li>4. Ask questions to improve understanding.</li><li>5. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li><li>6. Predict what happen from details stated and implied.</li><li>7. Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li><li>8. Retrieve and record information from non-fiction.</li><li>9. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li><li>10. Identify how language, structure and presentation contribute to meaning.</li><li>11. Distinguish between statements of the facts and opinion.</li><li>12. Provide reasoned justifications for views.</li></ol>	<ol style="list-style-type: none"><li>1. To be fluent in timetables, and associated facts and to be able to recall them when asked.</li><li>2. To be able to do long addition and subtraction using the column method.</li><li>3. To be able to multiply two, two-digit numbers together using a formal method.</li><li>4. Be able to compare two positive or negative integers.</li><li>5. Know percentage and decimal equivalents for fractions with a denominator of 2, 3, 4, 5, 8 and 10</li><li>6. To be able to identify names of common 2D and 3D shapes</li><li>7. To be able to measure accurately to the nearest mm or degree.</li><li>8. Read positive x and y co-ordinates</li></ol>