

Bohunt School Wokingham Literacy & Numeracy Catch-Up Premium 2017/18

What is the Literacy and Numeracy Catch-Up Premium?

The Government allocated extra funding to those pupils in the current Year 7 cohort who did not achieve the expected progress in reading and/or mathematics. We received £7,104 to support literacy and numeracy for students who arrived with us below the expected level of attainment.

Intervention

This states how Bohunt School supports students who are not secondary ready in terms of Literacy and Numeracy. Students with a scaled score in either Reading or Maths of 99 or below are assessed and specific interventions are then put in place. Below is our Year 7 catch up intervention map with the impact for 2017-18:

Intervention	Pattern	Staff Involved	Intended Impact
Maths 1-2-1	Once a half term	Maths department	Carry out 1-2-1 tutoring/discussions with students to discuss about progress and set targets
Maths Club	1 x hour once a week	Maths dept	Individualised resources created based on topics students struggle with. Teachers support students
Breakfast Club	1 x hour once a week	Maths dept	Students invited in to go through certain topics with maths teachers
Extra Teaching Classes			Additional teaching groups in English and Maths to decrease class numbers and provide more support
Lexia intervention	1 hour over each week	SEND and English dept	Students have lexia sessions throughout week during PM tutor time but also one session a week during AM tutor. Lexia develops reading and spelling skills
Reading Mentors	Weekly Tutor session	English dept	Reading mentors read with students in year 7 to help develop reading skills
Spelling Intervention	1 x hour once	SEND depart	Students have 1-2-1/ small group

	a week		session focused on developing spelling
Accelerated Reader	Once a week	English teachers and form tutors	Software that monitors the reading progression of students. English teachers monitor this through library sessions and the tutor reading program.

Impact

In 2017-18, students entered BSW in Year 7 with an average scaled score of less than 100 for Maths and/or Reading. On closer analysis for Reading, there were 51 students with a Reading scaled score below 100 and there were 44 students with a Maths scaled score below 100 (this included 25 students who scored under 100 for both). Based on the interventions above and summative end of year assessments, the impact for last year is as follows:

Students who have made good or outstanding progress who arrived not secondary ready now indicates they have progressed at an accelerated rate and has caught up with their peers.

English	Total of students <100 KS2 Scaled Scores	Outstanding Progress (if continued will exceed their KS3 Band)	8	16%
		Good Progress (Likely to achieve their KS3 Band)	32	66%
		Some Progress (Some evidence of progress, but not consistent)	8	16%
		Poor Progress (Progress is below expectations)	1	2%
		Total	49*	

Maths	Total of students <100 KS2 Scaled Scores	Outstanding Progress (if continued will exceed their KS3 Band)	9	21%
		Good Progress (Likely to achieve their KS3 Band)	17	39%
		Some Progress (Some evidence of progress, but not consistent)	12	26%

		Poor Progress (Progress is below expectations)	6	14%
		Total	44	

- Two students left before the end of the year