

Crown Hills Community College

Year 7 Literacy and Numeracy Catch up Policy 2018 – 2019

Year 7 Catch-Up Premium received

£31,319.00 based on funding received for 2017 – 2018.

Strategy and Costings

Literacy Catch Up		
Staffing	1 tutor delivering 9 x 1 hour sessions per week up to 1:5 for 35 weeks	£7,875.00
	1 tutor delivering 4 x 1 hour sessions in class support for 35 weeks	£3,500.00
Resources	CGP Spelling, Punctuation and Grammar for KS3 Work booklets (£2.25 each) for students to complete at home with parents / carers	£112.50
	Accelerated Reader subscription	£6,121.00
	Reprographics	£500.00
	Resources (books, pens etc...)	£200.00
Total		£18,308.50

Numeracy Catch Up		
Staffing	1 tutor delivering 10 x 1 hour sessions per week up to 1:5 for 35 weeks	£8,750.00
Resources	KS3 Maths Catch-Up Workbooks (1-5) (£2.00 each) for students to complete at home with parents / carers	£200.00
	Reprographics	£500.00
	Resources (books, pens etc...)	£200.00
Total		£9,650.00

Literacy Catch Up	£18,308.50
Numeracy Catch Up	£9,650.00
Total	£27,958.50

Analysis of Need (as of September 2018)

Scaled Score	Number of students		Overview of need
	Literacy	Numeracy	
80 – 89	31	20	Some may receive a mixture of catch up / SEN / EAL intervention support.
90 – 95	25	24	All will receive catch up intervention as a minimum from the start of the academic year.
96 – 99	37	29	Monitored at each assessment cycle. Catch up intervention specifically provided as and when required. May receive intervention from EAL / SEN of
Totals	92	73	

Intervention Information

Literacy:

Small Group 1:5 Intervention – Students spend one lesson per week in groups of up to 5 with a tutor addressing the gaps as identified initially by the KS2 data. This is at lunchtime or after school.

In Class Support – The tutor delivering the intervention also supports students in class for 1 lesson per week to ensure effective communication and support between class teachers and the intervention tutor.

Parental engagement – Details of the logistics, expectations and purpose of the literacy catch up intervention is shared with parents / carers before the small group sessions and in class support starts to support student engagement and progress. Furthermore, parents / carers are given a Spelling, Punctuation and Grammar Work booklet to complete at home with their child to further support literacy development.

Accelerated Reader – TBC (January 2019).

Further support for students who are entitled to catch up premium also comes from the EAL and SEND faculties (included within those budgets) through the provision of other literacy interventions including: Rapid Plus, Reading and comprehension, Read Write Inc.

Numeracy:

Small Group 1:5 Intervention – Students spend one lesson per week in groups of up to 5 with a tutor addressing the gaps as identified initially by the KS2 data.

Parental engagement – Details of the logistics, expectations and purpose of the numeracy catch up intervention is shared with parents / carers before the small group sessions start to support student engagement and progress. Furthermore, parents / carers are given a series of KS3 Maths Catch-Up Workbooks to complete at home with their child to further support numeracy development.

Assessment of Progress

Assessment of progress for catch up students is reviewed during the colleges 3 data collection windows: November, March and June. After each data collection, attainment and progress is compared to students of a similar ability to give an indication of whether the gap has been closed. Whole college assessment data is used to inform the measurement of progress. A decision is then made on whether students no longer require the extra support or if the catch up support remain in place.

Information on progress is shared with parents / carers after each data collection as is student's commitment to the catch up support sessions.

Support Strategy

As a college we ensure all students who are very close to expected standard (90 – 95) receive catch up from the start of the academic year. During the first data collection window, any students that have arrived late to the college who are also close to expected standard are assessed and provided with support if there is gaps in attainment.

Using SIMS interventions to monitor support across the college from the EAL and SEN department, any other student who is well below expected standard (80 – 89) is monitored and catch up provision is provided if this is deemed the most suitable level of support.

Students who are very close to expected standard (96 – 99 KS2 scaled score) are monitored during each of the 3 data collection windows. If attainment is low and they are making less progress than students of similar ability, catch up intervention is provided. They may however receive intervention from the SEN or EAL department if a language or developmental need has been identified and support is reviewed in liaison with all staff involved. Feedback from tutors and class teachers is also considered when reviewing the need for catch up support.