

English and Maths Catch up funding 2019 / 20

Highams Park School is a fully inclusive school and is committed to ensuring that every student is given the opportunity to reach their full potential. As a publicly funded school, we receive funding called Literacy and Numeracy Catch Up Premium. This initiative gives schools additional funding to support Year 7 students who did not achieve the expected standard (a Scale score of 100) in Reading or Maths at the end of Key Stage 2.

Level of funding for 2019 / 20: £37,500

	2019 / 20	2018 / 2019
Not at standard English ¹ only	11 (No data ²) + 39	3 (No data ³) + 41
Not at standard Maths only	11 (no data ⁴) + 22	3 (No data ⁵) + 35
Not at standard both English and Maths	9 (No data ⁶) + 12	0 ⁷ (No data) + 26

Overall inclusion strategy for students at less than National expectations on arrival (Whole school strategy)

- Literacy & Numeracy interventions
- SENCO and HOY 7 time to gather information from transfer visits to primary schools.
- Literacy screening tests
- CATS & NGRT tests to identify specific literacy or numeracy weaknesses.
- Paired reading with Year 7 / Year 12 students.
- Small group reading with LSA's
- Library resources & support for those with less than expected levels at end of KS2.
- KS3 Co-ordinators in English and Maths check of data at each data entry point to review progress of this vulnerable group.
- Sharing of strategies for this group of students with regard to literacy and numeracy by KS3 Co-ordinators in Maths and English.
- Guidance and direction to support materials for the parents of the students below National expectations on arrival via standards evenings.
- Provision of any intervention sessions for parents to inform them of how to support their child during catch up work.

¹ Reading score has been used

² Of the 11 with no KS2 English data, all but 1 have completed their CAT's, 3/11 have a score of above 100 so arguably may be considered to be above National Expectations.

³ Of the 3 students with no data, all of them have a CAT's score of above 100 so arguably could be seen as all being above National Expectations.

⁴ Of the 11 with no KS2 Maths data, all but 1 have completed their CAT's, The two who do have CATS scores are above 100 so arguably may be considered to be above National Expectations.

⁵ Of the 3 students with no data, all of them have a CAT's score of above 100 so arguably could be seen as all being above National Expectations.

⁶ There are 11 students without KS2 data in total, 9 of these 11 have a CAT's score of below 100 so would arguably be considered as being below National Expectations despite formal KS2 scores.

⁷ Of the 3 students who have no KS2 data all have CAT's scores of above 100 so could be considered to be above National expectations.

Literacy strategy

- Work with curriculum areas to liaise and share information on students (SEND)
- Organise additional planned library visits for targeted students. (Literacy Co-coordinator)
- All English classes to have a dedicated reading time within lessons for 10 minutes once a week. (KS3 English coordinator)
- Targeted students linked with a reading partner from the 6th Form. This is organised by the school literacy co-ordinator and is aimed at those with a reading age above 9 years 5 months but below age appropriate reading age. Specific texts are used and impact monitored. (Literacy co-coordinator and SEND)
- Below national average students are prioritised for marking from class teacher.
- Class teachers to have targeted conversations with parents and students at parents' evenings and during the lesson about areas for development.
- Tutors to have targeted conversations with parents and on Progress Day
- 1:1 support for reading during registration time with an LSA, once or twice per week depending on need (SEND)
- 1:1 Reading Recovery programme for all students with a reading age below 9 years 5 months. Daily for 20 minutes for the year (SEND)
- 1:1 Reading Comprehension in tutor time once per week (SEND)
- Small group intervention to learn touch typing to support students with handwriting difficulties who will use a laptop in lessons (SEND)
- All students have individual reading and spelling test on entry to the school and complete the NGRT online tests. The outcomes are shared with all staff and are used to target intervention and support. Results are shared with parents. (SEND)
- NGRT outcomes provide a detailed written report for the identification of students in need of referral to Speech and Language, the Dyslexia assessor and the Educational Psychologist for detailed identification of need and effective support (SEND)
- All parents are informed in writing, and some in person, of the outcomes of assessments and interventions and support needed. (SEND)
- Tutor and SENCO meet all parents in the Autumn Term at the settling in tutor meeting (SEND)
- In class support for targeted students from LSAs
- Small group and 1:1 Mind Mapping sessions for students with dyslexic traits during registration once per week
- Small group session for targeted students on study and revision skills

- Access arrangements for targeted students shared with all staff. Withdrawal from classes for support with tests as appropriate.
- Visual support material provided for targeted students i.e. colour overlays
- LSAs working with students on a 1:1 basis provide tutors with a written report for use on Progress Day and where possible also attend the meeting (SEND)
- Students on the Reading Recovery programme have the result shared with parents at the end of the year so they know both the starting and finishing points (SEND)
- Individual meetings with parents of some targeted students (SEND)
- Certificates of achievement for progress and participation in interventions (SEND)
- Speech and Language enrichment group for targeted students, run by a SALT trained LSA. One hour per week (SEND)
- Speech and Language Therapist: Inset for staff and working with and monitoring progress of students in the enrichment group and development of resources (SEND)
- Identifying unmet needs on entry and once on roll (SEND)

Maths strategy

- Use of tactile resources to help students understand mathematical concepts (SEND)
- Adapted schemes of work for students below national Expectations (SEND)
- Differentiated tests and revision material for students below national expectations. (KS3 Maths coordinator)
- LSA small group and 1:1 'Maths Champions' intervention during tutor time twice per week.
- In class support from designated maths LSAs (SEND)
- Communication of progress and engagement with Maths challenges of students on Maths Watch
- Sharing of information on how to successfully develop numeracy skills across other curriculum areas
- Development of links between literacy and numeracy for targeted students (SEND)
- Certificates of achievement for progress and participation in interventions (SEND)
- Work with curriculum areas to liaise and share information on students (SEND)
- Below national average students are prioritised for marking from class teacher.
- Class teachers to have targeted conversations with parents and students at parents' evenings and during the lesson about areas for development.
- Tutors to have targeted conversations with parents and on Progress Day
- 1:1 support for numeracy during registration time with an LSA, once or twice per week depending on need (SEND)

- 1:1 Reading Comprehension in tutor time once per week, this is because lack of literacy skills impacts on understanding of maths tasks (SEND)
- All parents are informed in writing, and some in person, of the outcomes of assessments and interventions and support needed. (SEND)
- Tutors and SENCO meet all parents in the Autumn Term at the settling in tutor meeting to discuss needs and interventions (SEND)
- Access arrangements for targeted students shared with all staff. Withdrawal from classes for support with tests as appropriate.
- Visual support material provided for targeted students i.e. colour overlays
- LSAs working with students on a 1:1 basis provide tutors with a written report for use on Progress Day and where possible also attend the meeting (SEND)
- Individual meetings with parents of some targeted students (SEND)
- Certificates of achievement for progress and participation (SEND)
- Identifying unmet needs on entry and once on roll (SEND)

Head of Year strategy

- Dedicated reading time activities on a weekly basis during tutor time.
- SENCO works very closely with SEND department on information gathering from primary schools in completing joint visits and follows up for the targeted students.
- SENCO and HoY identifying unmet needs on entry and once on roll
- Involvement in World Book day & lead up events
- Assembly to promote importance of reading & literacy rewards
- Certificates / badges for reading mentors
- Promotion of the Carnegie Reading Challenge

Spending of Catch up Strategy:

Intervention	Cost
Reading screening in year 7	£3500
Enhancement of KS3 Co-ordinators in core subjects	£4828
Maths specialist LSA	£3840
LSA hours to deliver tutor time intervention	£2000
Specialist library books for targeted students	£1000
Speech and Language therapy support	£4500
Rewards for Literacy and Maths progress winners	£500
Resourcing of the Learning Centre	£1000
Literacy co-ordinator salary contribution	£4529
Year 12 Reading mentors	No cost
Maths Champions resources	£1500
Reading recovery materials	£3000
CPD training for Maths and English teachers. (Release time for Junior School work)	£1970
EAL specialist computer packages	£2000
LSA time to run withdrawal support sessions during timetabled sessions.	£3333
Additional Maths teacher capacity. Used for intervention work*	
Additional English teacher capacity. Used for intervention work*	
Total	£37,500

*Planned if possible for next academic year.