

Literacy and Numeracy Catch Up Premium Review 2019/2020

Total Number of Year 7 Pupils on roll	240
Total Amount of Catch Up funding received	£13,766

Pupil Selection Data

Arena Academy's rationale for pupil selection includes:

- For Reading: Pupils who have a scaled score of 99 or less in reading at the End of Key Stage Two and who are at least one year below their reading age in regard to the New Group Reading Test from GL Assessment.
- For Maths: Pupils who have a scaled score of 99 or less in maths at the End of Key Stage Two and who are identified as showing below expected levels of numeracy skills in the Progress Test Series in GL Assessment.

Number of students not making expected progress in English	62
Number of students not making expected progress in Maths	50

Responsibility for Funding

Senior Leaders

All members of the Leadership team have a responsibility for raising the attainment, achievement, and aspirations of all pupils. Senior Leaders have a responsibility to ensure that these pupils make swift and sustained progress in Maths and English during Year 7, given their starting points.

Heads of Faculty

All Heads of Faculties will complete learning walks and progress checks of teaching and learning so that effective tracking of pupil progress is taking place and interventions can be used when appropriate. In particular, Heads of English and Maths are expected to ensure students are given support and strategies to help with key skills that will enable students to 'catch up'.

Head of Year 7

The Head of Year 7 will track and monitor both the progress of their pupils, but also the behaviour and attendance of their pupils as any concerns that exist can be managed by appropriate strategies to improve behaviour and attendance and therefore improve academic progress.

Teaching Staff

All teachers are expected to use the data available through regular assessments as well as marking and feedback to ensure that lesson planning is effective in regard to meeting the needs of all learners. Teachers will know the pupils who belong to this key group so that initiatives can be appropriately targeted.

Teaching Assistants

Teaching Assistants are expected to support and provide clear intervention for students on the catch-up programme. They are expected to work with teachers both in and outside of the classroom to ensure all the needs of the learners are met. This will help to ensure swift and sustained progress of all pupils.

Impact of Allocation

Strategy	Cost	Success Criteria/ Impact
Curriculum Provision		<ul style="list-style-type: none">○ Within the rich and differentiated curriculum, students have continuous opportunities to build and develop their literacy skills within all lessons to allow students to be full accessible to all aspects.○ Some students were given intervention during form time that focusses on closing the gap in reading and basic numeracy functions.○ Class sizes for catch-up students are also smaller in the core subjects to accommodate the needs for the students to move towards their targets.○ Staff also receive training on a wide range of literacy and numeracy strategies to be used in the classroom to support these students.○ The success of this was then visible in the marking of student work, particularly in Maths and English, as both literacy and numeracy skills had been improved.
Homework Support	TA support £5.13 per 30mins = £4,432.32	<ul style="list-style-type: none">○ Teaching Assistants provided lunchtime or after school support to catch up students who are struggling to complete their homework in their home environment. This has ensured students are not at a disadvantaged and are provided with additional support in their reading and numeracy when attending this.○ Students were guided to attend these regularly.○ One student who attended said; <i>'This club really helped me because I could ask someone else if I didn't understand what I was suppose to do and they helped me make sure I was doing the right thing.'</i>
The Reading School		<ul style="list-style-type: none">○ In order to increase the reading and comprehension skills and the vocabulary of the students an increased range of texts were purchased in the year previously. This year these were used as individual readers (based in the school library) and classroom readers (sets of 30 texts). This has helped to encourage students to read independently as well as the new library in school and the use of the library at lunchtimes.○ Students also have 10 minutes at the start of Period 1 every day in which they silently read. In English lessons students also silently read at the start of each lesson. This

		time is extended for catch up students and they are encouraged to read aloud each lesson.
Peer Reading	£2.56 per 15mins of TA support £2,119.68	<ul style="list-style-type: none"> ○ Some students have had intervention during form time that focusses on closing the gap in reading. ○ This form time intervention was based on older students being read to by the catch-up students chosen. ○ Students will have improved their reading ages and confidence by reading aloud with books that have been pick specifically to support their reading.
Accelerated Reader	£117.60 x 9 students =£1058.40	<ul style="list-style-type: none"> ○ This reading programme is suitable for struggling readers that motivates students to read through online quizzes, personalised targets, and rewards. ○ This has given confidence in reading aloud and ha helped students read more fluently. ○ Students will develop their range of vocabulary. ○ However, this hasn't had a full impact as being brought in just before lockdown occurred.
Word Wasp	£20.09 x 10 students =£200.90	<ul style="list-style-type: none"> ○ This individualised programme has given students an opportunity to build on their work and vocabulary skills. ○ This has also been incorporated as key vocabulary in English lesson. ○ However, this hasn't had a full impact as being brought in just before lockdown occurred.
Week intervention: Graduate Teachers	2 X Graduate staff £100 a day =£1000	<ul style="list-style-type: none"> ○ Each Catch up student had a week of intervention that focused on key areas of their catch-up needs. ○ This data was based on a QLA which allowed a form or precision teaching focusing on areas such as spelling, grammar or number skills. ○ These 1-1 sessions have been brilliant in supporting students.
Targeted Catch Up Classes	% of Salary Head of English with Literacy Responsibilities =£1725.45	<ul style="list-style-type: none"> ○ Students who have been identified as requiring support and intervention as part of the Literacy and Numeracy Catch Up Premium have two hours additional literacy and numeracy lessons instead of studying the French Language. ○ These lessons were planned and delivered by specific members of staff to ensure precision teaching had occurred. ○ This has allowed students to 'catch up' with their peers during their first year at secondary school.