

The Grange Academy

Wade Deacon Trust

Numeracy and Literacy Catch-up Premium Review

2019 – 2020



School Link: L.Bibby

Overview

The literacy and numeracy catch-up premium provides schools with additional funding for each Year 7 pupil who did not achieve a standardised score of at least 100 in reading and/or math's at the end of Key Stage 2 tests.

The Grange Academy will receive a fixed grant. This grant is based upon the proportion of students within our local authority who are below a Key Stage 2 standardised score of 100 in math's or English.

Funding allocated in the academic year 2019/2020:

£7,564

The Grange Academy used this funding to support catch-up in the following ways:

- Run individual tuition and interventions, in addition to classroom teaching.
- Purchase external services and materials to add to those provided by the school, for proven computer-based learning or online support.

This academic year 35 students have been identified as not Secondary Ready in Reading and a further 33 students were identified as not Secondary Ready in Maths.

Strategy	Actions	Responsibility	Impact	Evaluation
Form time numeracy intervention	<ul style="list-style-type: none">- A member of staff to lead implementing effective intervention during form time- Leader to analyse, track and evaluate progress.	BBY	Improve numeracy skills to enable students to access the secondary curriculum	From September 2019, of the 33 students identified at the start of the year, 14 students made good/excellent progress from their baseline assessment to DPI.
Hegarty maths embedded for all students	<ul style="list-style-type: none">- £455- Co-ordinate and implement a whole school strategy using Hegarty maths- Use of rewards to promote success- Plan and implement a bespoke programme of activities for the students to complete independently.	BBY	Improve recall of basic skills. Bespoke plan for individuals, focusing on applying numeracy skills	From September 2019, of the 33 students identified, all have completed a bespoke programme on Hegarty maths with tasks being completed independently at home and during form time. Certificates were issued for top learners/ correct answers and time spent watching the videos.

Timetabled lesson for numeracy catch up	<ul style="list-style-type: none"> - £3,272 - 2 x1 hour lesson with a maths specialist teacher - A 6 weekly SOL of learning to be planned - Alternate groups of students - Baseline assessment required - Teacher to be responsible for tracking, analysis and evaluate progress 	CRO/MEY	Improve students progress an attainment	A group of 15 students received intervention from a maths specialist, following a 6 week SOL, focusing on basic numeracy skills. This was then reviewed and another 15 students were targeted for intervention
Additional member of teaching staff	<ul style="list-style-type: none"> - £1,942 - English team received an extra member of staff. This enabled focused, smaller group teaching for this cohort, with a group size of 16 for those with the lowest scores. 	MLI/ELT	Improve students' progress and attainment	All 16 pupils made positive progress between September and December. 3 of these pupils exceeded their target performance.
Lexonik	<ul style="list-style-type: none"> - Lexonik intervention was offered to 17 pupils (more pupils would have been reached with this intervention if lockdown had not intervened.) 	MAS	Improve students' reading ages in order to provide access to the whole Y7 curriculum	16 pupils' reading age improved to at least chronological age by March 2020. WRAT test data would suggest that the average reading age increase for this cohort was over 5 years in a 6 month period.
Accelerated Reader	<ul style="list-style-type: none"> - £1,831 - The other 18 pupils all received Accelerated Reader intervention. 	MAS/MLI	Improve students' reading ages in order to provide access to the whole Y7 curriculum	Some growth in reading ages. 4 pupils' reading ages rose to in excess of 9 years.