

Hobart High School Year 7 Literacy & Numeracy Catch Up 2019-2020

The literacy and numeracy catch-up premium provides schools with additional finance to support year 7 pupils who do not achieve the expected standard in reading or maths at the end of key stage 2 (KS2). The Department for Education (DfE) decide to whom this applies and informs schools. The total year 7 catch up premium the school is estimated to receive is for 2019-20 is £15,987 and the school plans to spend the full allocation.

	The red shade indicates there was limited impact of the strategy used. Where indicated, some of these strategies have been removed following evaluation.
	The strategy used has had some positive impact, but further changes and developments will be made in the year ahead.
	There is evidence of positive impact and therefore the provision or strategy will remain in place.

Identified area of spend	Reasoning	Monitoring Process	Impact Statement
Teaching Assistant provision to support a range of literacy interventions	Interventions for a range of targeted literacy needs. Includes 1:1 and small group work providing the foundation for students to access all curriculum areas.	SEND team will monitor at the assessment points the progress made and additional testing/assessment will be used as part of the interventions delivered. Reading ages are assessed on entry and again as needed to monitor progress.	Progress was made by a significant number of students in a range of literacy interventions. Of the students tested in the Year 7 cohort, 53% made progress in line with peers, 24% made accelerated progress and 12% made exceptional progress relative to their starting point. Year 8 students participating and tested: 8% negative progress, 17% in line with peers, 42% accelerated progress and 33% exceptional progress. The SENCO has now set up regular meetings and training to support the intervention team to measure impact.
TA provision to support a range of numeracy interventions.	Interventions for numeracy to allow greater access to the maths curriculum and other curricula with numeracy elements - 1:1 and small group sessions.	SEND team will monitor at the assessment points the progress made and additional testing/assessment as part of the interventions delivered with the maths department.	This intervention was affected by the impact of C19. Students had been identified by the Maths and SEND team, but could not be progressed. The SENCO is looking at how to address this gap and improve numeracy screening.
TA support in Year 7 English and Maths lessons.	Support planned for key students to receive more personalised support within the lesson structure.	Three assessment points across the year will be used to monitor progress in relation to target in partnership with department assessments.	The new SENCO has continued to prioritise support in Year 7 classes where greater support and scaffolding is needed by identified Year 7 Students. For the Year 7 English group receiving support 95% of students were graded 'secure' for progress

			and 5% graded 'exceeding' by their teacher. In maths, for the group supported all students were graded secure for progress. The SENCO has started work with the SEND team and HODs to investigate how to refine the way we measure impact of these interventions.
TA Training in Literacy & Numeracy Catch Up	To give staff the understanding of how to deliver & support Literacy and Numeracy as part of the catch up programme.	2 x staff September 2019 Literacy Catch Up 1 X staff September 2019 Numeracy Catch Up	The training was completed in September 2019 and staff have been able to use this training to plan and deliver intervention work. One of the staff involved gained promotion and now co-ordinates SEN interventions.
Literacy Training	Improving secondary literacy	Head of Department (HOD) for English to attend training course led by the research school.	Training has been completed by HOD for English. This has been used to inform the English curriculum map & scheme of work development.

Due to the COVID - 19 school closures, the Intervention team supported students who were in school as part of the Year 7 key worker & vulnerable group, and completed literacy, numeracy interventions where this was possible. They also offered these students significant support with accessing lesson content as part of remote learning. Students who were learning from home were sent learning support materials. They were also prioritised and sent reading books and additional literacy and numeracy work packs to support learning whilst out of the classroom.

Progress Definitions Used

In line with peers - one chronological year progress

Accelerated Progress - two chronological years progress

Exceptional Progress - three chronological years progress