

## Christopher Whitehead Language College and Sixth Form

### Year 7 Catch –up Premium report 2016-2017

The school's allocation for 2016-2017 = £24,009
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- 70 students were identified by KS2 data and reports from Primary schools as below national standard level in reading upon entry in Sept 2016.
- 75 students were identified by KS2 data and reports from Primary school as below national standard in numeracy upon entry in Sept 2016.
- £24,009 in April 2017 was allocated to CWLC&SF in order to support intervention in order to raise achievement in literacy and numeracy
- Students are identified by KS2 data and subsequent internal assessments with a specific focus on disadvantaged students.

The school has appointed 2 intervention teachers; a proportion of their teaching commitment is dedicated to intervention in literacy and numeracy in Y7. Specialist Learning Support Assistants (LSAs) focus specifically on the least able population.

Interventions include:

Support and guidance for mainstream teachers from specialist intervention teachers.

One to one support for the least able students

Small group intervention focusing on specific literacy and numeracy difficulties or gaps identified by assessment

LSA support in mainstream English and maths lessons.

Specific intervention (Nurture Group) focusing on social and emotional support for identified students

#### **Objectives of intervention:**

- To narrow the gap between Y7 Catch Up students and their peers by targeted support and intervention
- To reinforce and embed literacy and numeracy skills taught at KS2 thus enabling them to progress successfully at KS3.
- To increase confidence and aspirations of students who have entered below national standard level.

## **Outcomes**

50% of students identified in Sept 2016 as working below national standard level have made progress in literacy as identified by internal assessments and Progress Monitoring Reporting(PMR).

Students who continue to work below the national standard level continue to access targeted intervention in order to support them throughout KS3.

42% of students identified in Sept 2016 as working below national standard level have made progress in numeracy as identified by internal assessments and Progress Monitoring Reporting(PMR). Students who continue to work below the national standard level continue to access targeted intervention in order to support them throughout KS3.