

Supporting Student Progress

Year 7 Literacy and Numeracy Funding 2019-2020

Introduction

The literacy and numeracy catch up premium is awarded as additional funding to schools and academies who have students that have not achieved aged related expectation or above in the Key Stage 2 Reading and Maths tests. The funding is given to all state funded schools or academies. Schools receive £500 for each student who did not achieve age related expectation. The funding allocated to schools or academies must be used to accelerate the progress of students within literacy and numeracy.

The allocation to students in Seahaven Academy for 2018-19 was £17, 175.

The allocation for students for 2019-20 is confirmed in March/April 2020.

Literacy Development Plan

Intervention	Summary of Intervention	Expected Outcomes
New Group Reading Tests Term 1 and 6	Students to complete the NGRT to identify specific weaknesses within literacy to support and inform further interventions. Lead Staff MAN and RK	Term 1 tests to support planning and delivery of a tailored literacy programme based upon need. Diagnosis of need and placing. Term 6 tests to support evaluation of intervention and monitor in year progress.
Intervention 1 – Phonics development / decoding / Unit of Sounds	Students to undertake three sessions per week on a computer-based phonics programme designed to focus upon need with Literacy teaching assistant. Programme accelerates phonics through voice recording and revisiting techniques. Reading – phonics progress is recorded and monitored	Enhanced reading age through accelerating student's understanding and ability to use phonics.
Literacy Intervention 2 Small group comprehension.	Students to undertake a minimum of two guided reading sessions per week with peers and higher-level teaching assistant. Small group reading focused upon developing the level of understanding within a text.	Enhanced reading age through accelerating student's comprehension skills and the ability to understand text.
Literacy Intervention 3 One to One Dyslexia Support	Students identified at high risk of dyslexia to receive additional support to target need. Support	Support student learning access the curriculum with specific focus upon literacy.

	provided through teaching assistants.	
Literacy Intervention 4 QLA and Drop Down	Teachers to assess performance in common assessments and use the QLA to identify gaps / weaknesses in knowledge and understanding. Drop down lessons delivered by the English team to address the gaps based upon need.	Development of knowledge to improve performance within common assessments. Improved performance across the QLA.

Numeracy Development Plan

Intervention	Summary of Intervention	Expected Outcomes
Quality First Teaching for all students in all classes.	High-quality teaching to target and focus on high-level delivery for every student.	All students to make expected progress as a minimum expectation.
Additional Teaching with Class Sets.	Use of the Math's TA to support the delivery of the Math's curriculum in Set 3. Focused support and teaching of the essential numeracy topics to enable progress.	Accelerate student's basic math's skills and increase the memory retention of each skill to benefit performance in class and within end of term assessments. Increased KPI performance across termly assessments.
Students are set based on KS2 attainment for year 7 and combined with end of year 7 assessment results for year 8.	Class sizes for those not meeting age-related expectations are deliberately smaller and available in-class support (TA) is directed to these classes	Students are able to access the curriculum and make quicker gains in their knowledge to move them towards and beyond their age-related expectations.
Targeted Support and Use of Hegarty Math's.	Targeted sessions for students to access dedicated topics based upon the QLA to support progress. Provided two evenings per week.	Accelerate understanding and application of key topics. Practice questions to support understanding and build confidence.

Computer Package support to develop times tables/	Use of TT rock stars on a weekly basis to develop recall of times tables both in and out of sequence. Instant recall of times tables to promote numeracy confidence.	Instant recall of times tables to develop basic numeracy and enhance numeracy confidence.
Math's catch up sessions provided after school on a Tuesday and Thursday.	To enable students to access support from math's teachers with their homework or classwork.	Homework completion and success rates are consistent across all students regardless of their starting point.



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