

Literacy & Numeracy Catch-Up Premium funding plan 2019-20

Objectives

- 1) To ensure that the highest priority students from STAR screening assessments in reading and maths improve and move into at least the next intervention band. (Based on data from initial testing September 2019)
- 2) For the 32 students with a KS2 scaled score below 95 for English to be on target in English by the end of year 7.
- 3) For the 30 students with a KS2 scaled score below 98 for maths to be on target in Maths by the end of year 7.
- 4) To ensure that students with EAL levels below QCA S1 receive 1-to-1 intervention until they are able to sufficiently access the curriculum.

Staffing costs

Activity	Numbers	Staffing cost (£)	Resources	Impact (Lockdown affected)
Lexia	40	1170	2 x 25 minutes during tutorial per week. TA led	This programme was used before Lockdown to help raise reading attainment. It proved to be a valuable tool for online learning, during lockdown, and was monitored weekly by a teaching assistant. The TA also contacted students via email to encourage usage.
Literacy Booster	5	1170	Students are withdrawn from tutorial each week, to follow a literacy booster program involving reading, comprehension and discussion skills. 2 x 25minute per week. TA or HLTA led.	The personalised nature of the Literacy Booster intervention activities, in combination with the small group sizes, has allowed students to develop their reading skills. Gradually providing more challenging texts has also enabled students to widen their vocabulary. The Year 10 students also benefited from applying reading skills to exam papers. We studied common question words (e.g. Contrast/evaluate) and phrases and learned how to approach and answer such questions successfully. One student successfully returned to class.
TTRS	5	1170	2 x 25 minutes per week. TA led.	The students using this programme developed typing skills and improved their spelling ability. During Lockdown they were encouraged to continue to use the

				program and their progress was monitored weekly.
Withdrawal Literacy Sessions	40	2850	Students are withdrawn from non-core lessons to attend bespoke sessions aimed at boosting all aspects of literacy. HLTA led	Prior to lockdown 9 students had already returned to lessons based on their improved STAR Reading scores. 90% students had improved their reading scores from Sept to lockdown. During lockdown continued to be supported through online tasks during lockdown, being contacted weekly with feedback.
Withdrawal Numeracy	30	2850	Students are withdrawn from lessons each week to follow a numeracy booster program involving basic skills. 2 x 1 hour per week. Intervention Coordinator led.	Prior to Lockdown 6 students had already returned to lessons, having improved their maths level significantly. The others continued to be supported through online tasks during lockdown, being contacted weekly with feedback.
Learning Village	25	2850	Students are withdrawn from Humanities to follow a booster programme. 7 x 1 hour per week. TA led.	This program allowed EAL students to follow a personalised learning journey and it allowed many of them to improve their skill with the English language, both spoken and written. During Lockdown it was used to monitor progress and students received weekly phone calls to discuss progress and give feedback.
Whizz maths	50 2 x full class + additional students requiring support	1170	Students attend 2 x 25 min tutorial sessions. TA led. Boosts basic mathematical skills.	Whizz has proven to be an excellent resource and invaluable during Lockdown. Its personalised nature allowed students to have individualised learning in their own home. They were supported by a TA and were contacted weekly to give support and feedback. Hundreds of hours of time was spent on this programme over Lockdown and we were able to roll it out to the whole of year 7.
Times Table Rock Stars	50	1170	Students attend 2 x 25 min tutorial sessions. TA led. Boosts times table skills which are essential for daily maths lessons.	This program was used extensively pre-lockdown and around 12 children progressed well and returned to form time, mastering times tables well enough to benefit them in maths lessons and wider life. During Lockdown it was used as a home learning tool and monitored weekly

				with emails and additional activities made available to all students in the intervention group.
Literacyplanet	40		Used to support students having withdrawal literacy sessions. Individualised homework and tasks.	Phonics activities are very useful for girls with weaker reading skills. Audio-visual tasks also enable students to build up phonological awareness and link to corresponding graphemes – this has proven very useful for some dyslexic students. Tasks are presented in an engaging format and students enjoy completing activities to earn points to spend. The programme is also useful as it has plenty of resources and reading tasks to suit all ages and abilities. This means I am able to assign each student an activity that matches their exact needs.
Total staffing cost (£, approx.)		16,740		

Resources costs

Intervention	Nature of resources	Total cost (£)
STAR Reading & Maths assessment package	Software licence	4,851
Literacyplanet	Software licence	600
Learning Village	Software licence	1,000
Whizz maths	Software licence	2,295
Times Table Rock Stars	Software licence	150
Numeracy	Physical resources	200
General	ICT hardware maintenance	500
	Reprographics and stationery (approx.)	550
	Twinkl resource subscription	773

Total resources cost (£)	9,419
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Total costs

Total staffing cost (£)	Total resources cost (£)	Total planned spend (£)
16,740	9,419	26,159