

Year 7 literacy and Numeracy Funding 2019-20

The year 7 literacy and numeracy catch-up premium grant 2019 to 2020 was paid under Section 14 of the Education Act 2002. In accordance with section 16 of this act, the Secretary of State lays down terms and conditions on which the grant is paid for each financial year beginning 1 April.

Funding is allocated to schools on the basis that schools receive the same overall amount of year 7 catch-up premium funding they received in the previous academic year, adjusted to reflect the percentage change in the size of their year 7 cohort between the annual October school censuses.

Academies may spend the grant for the educational benefit of pupils registered at that school, or for the benefit of pupils registered at other maintained schools and academies.

We may also spend it on community facilities, for example services where the provision furthers any charitable purpose for the benefit of pupils at Ratton school or their families, or people who live or work in the school's locality.

We are required to publish:

- details of how we spent our allocation for the year
- how our use of that allocation made a difference to the attainment of the pupils who benefit from the funding

In 2019-20 the Year 7 Literacy and Numeracy funding amounted to **£23,910** in total. The funding was allocated as follows:

Allocation	Details of allocation	Impact																					
Staffing	<p>An experienced primary teacher delivered a bespoke nurture curriculum using a primary model to identified Year 7 students who require the greatest academic support.</p> <p>The curriculum is delivered across core and humanities subjects and support is provided by the teacher in other core subjects.</p>	<p>15 Year 7 pupils nurture group class reading ages September 2017 – January 2018</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Average reading age: September (Y.M)</th> <th>Average reading age: January (Y.M)</th> <th>Difference (Y.M)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">7.2</td> <td style="text-align: center;">8.3</td> <td style="text-align: center;">+1.1</td> </tr> </tbody> </table> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Subject</th> <th>% achieving FFT20 target (AT)</th> <th>% achieving FFT50 target (WT)</th> </tr> </thead> <tbody> <tr> <td>English</td> <td style="text-align: center;">13</td> <td style="text-align: center;">93</td> </tr> <tr> <td>Ethics</td> <td style="text-align: center;">0</td> <td style="text-align: center;">80</td> </tr> <tr> <td>Geography</td> <td style="text-align: center;">0</td> <td style="text-align: center;">80</td> </tr> <tr> <td>History</td> <td style="text-align: center;">0</td> <td style="text-align: center;">73</td> </tr> </tbody> </table>	Average reading age: September (Y.M)	Average reading age: January (Y.M)	Difference (Y.M)	7.2	8.3	+1.1	Subject	% achieving FFT20 target (AT)	% achieving FFT50 target (WT)	English	13	93	Ethics	0	80	Geography	0	80	History	0	73
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		<p>The increase in reading age and bespoke curriculum which focusses on the development of skills rather than content has enabled students to greater access and demonstrate learning.</p> <p>This has enabled a smoother transition to secondary school for these students and enabled them to have a higher level of support according to their needs.</p>															
English staffing / curriculum	<p>The school's Literacy Coordinator has arranged weekly paired reading with reading buddies for Year 7 and Year 9.</p> <p>Pupils who did not achieve the expected standard in reading on entry were identified for English (Lexia) intervention.</p>	<p>78 Year 7 pupils did not achieve the expected standard (NS, B) in READING on entry were identified.</p> <table border="1"> <thead> <tr> <th>Achievement</th> <th>Nurture (% of group)</th> <th>All (% of group)</th> </tr> </thead> <tbody> <tr> <td>At Standard (AS)</td> <td>0</td> <td>65</td> </tr> <tr> <td>Not at Standard (NS)</td> <td>73</td> <td>32</td> </tr> <tr> <td>Below (B)</td> <td>20</td> <td>2</td> </tr> <tr> <td>Absent (A)</td> <td>7</td> <td>1</td> </tr> </tbody> </table>	Achievement	Nurture (% of group)	All (% of group)	At Standard (AS)	0	65	Not at Standard (NS)	73	32	Below (B)	20	2	Absent (A)	7	1
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Maths staffing / curriculum	<p>Additional staffing reduced class sizes which enabled greater wave 1 intervention to meet student's needs.</p>	<p>62 Year 7 pupils did not achieve the expected standard (NS, B) in MATHS on entry were identified.</p> <table border="1"> <thead> <tr> <th>Achievement</th> <th>Nurture (% of group)</th> <th>All (% of group)</th> </tr> </thead> <tbody> <tr> <td>At Standard (AS)</td> <td>0</td> <td>73</td> </tr> <tr> <td>Not at Standard (NS)</td> <td>80</td> <td>25</td> </tr> <tr> <td>Below (B)</td> <td>20</td> <td>2</td> </tr> <tr> <td>Absent (A)</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Achievement	Nurture (% of group)	All (% of group)	At Standard (AS)	0	73	Not at Standard (NS)	80	25	Below (B)	20	2	Absent (A)	0	0
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