

Year 7 Literacy and Numeracy Catch – Up Expenditure



2017/18

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve the expected standard in reading or maths at the end of key stage 2 (KS2). In the academic year 2016/17 the Academy will receive £11,000 for eligible students. This is the same amount as we received last year. Please find below the details of the planned support to be put in place for students and the intended outcomes of that support. Please note that support will be allocated according to need and so not all eligible students will receive every action included. Students may also be eligible for additional support through our Pupil Premium interventions. For more information please refer to our Pupil Premium Statement which is available on our website.

Impact Continue into 2018/19?

Targeted Intervention groups £9200	Targeted students	Withdrawal groups for targeted students run by HLTA to focus on literacy and numeracy
Students make progress in Eng and Maths		

Impact on maths

Positive progress +0.8 for low ability students in year 7.	Yes
Literacy intervention tools £1000	Targeted Students
Truggs / Lexia / resources to support reading and literacy	
Unclear – other than building confidence of students	Truggs – more training for staff /
Focus on developing literacy	

Maths programme in year 7 £800	All year students	Resources to support a basics approach to maths for all year 7 in term 1
Positive progress in maths overall of Yes		

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1. Improving access to the physical environment

Targets	Actions	Timescale	Responsibility	Outcomes
To ensure that the academy's physical environment is accessible to all pupils/students and fully meets their needs	Gather information about the needs of pupils/students	Ongoing	Assistant Principal (Inclusion)/SENDco	All pupils/students can access the physical environment
	Monitor access needs	Ongoing	Assistant Principal (Inclusion)/SENDco	
	Conduct an annual audit of academy premises taking into account the specific needs of pupils/students either current or prospective	Annually - normally June/July	Estates Support Manager with Assistant Principal (inclusion)/SENDco	
To ensure all planned and future building work considers relevant accessibility guidance	Alert contractors to accessibility needs	Ongoing	Estates and FM Director Business Manager	All building work meets DDA requirements
To ensure that all disabled pupils/students can be safely evacuated	Complete/review Personal Emergency Evacuation Plans	Annually – normally September	Assistant Principal (Inclusion)/SENDco with Estates Support Manager	Successful fire/evacuation drills Disabled pupils/students feel safe during fire/evacuation drills

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2. Improving access to the curriculum

Targets	Actions	Timescale	Responsibility	Outcomes
To ensure that teaching and learning meets the needs of all pupils/students through effective differentiation	Review schemes of work to ensure that they indicate how the needs of different pupils/students will be met within lessons	Annually – normally September	Assistant Principal (Teaching and Learning)	All teachers are able to fully meet pupils'/students' learning needs
	Provide staff development and/or coaching to teaching staff on differentiation	As required	Assistant Principal (Teaching and Learning)	Lesson monitoring mechanisms indicate effective differentiation
	Identify and disseminate good practice on differentiation	Ongoing	Assistant Principal (Teaching and Learning)	
To ensure learning resources fully meet the needs of all pupils/students	Gather information about the needs of pupils/students	Ongoing	Assistant Principal (Teaching and Learning) with Assistant Principal (Inclusion)/SENDco	Progress and attainment of pupils/students with additional learning needs improves
	Provide specialist equipment and resources as appropriate for pupils/students with additional learning needs	Ongoing	Assistant Principal (Teaching and Learning) with Assistant Principal (Inclusion)/SENDco	
	Provide staff development/coaching to teaching staff /TAS on specialist SEN software and resources	As required	Assistant Principal (Teaching and Learning) with Assistant Principal (Inclusion)/SENDco	
To raise awareness of disability issues	Provide disability equality training session for all staff	As required	Assistant Principal (Teaching and Learning) with Assistant Principal (Inclusion)/SENDco	Positive feedback from pupils/students and their parents
	Incorporate disability awareness into new staff induction programmes		HR Manager; Assistant Principal (Teaching and Learning) with Assistant Principal (Inclusion)/SENDco	
	Provide Equalities Training for governors	As required	Principal	

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3. Improving access to information

Targets	Actions	Timescale	Responsibility	Outcomes
To ensure all information provided to pupils/students and parents is provided in accessible formats	Audit all written information, adapting as required (large print, braille etc)	Ongoing	All staff	Positive feedback from pupils/students, parents and stakeholders
	Provide guidance to staff on dyslexia and accessible information	As required	Assistant Principal (Inclusion)/SENDco	
	Seek feedback from parents on information needs	Ongoing	Principal	
	Audit website to identify broken links, and ease of finding information	Annually	Support staff	

4. Monitoring and evaluation

This accessibility plan will be reviewed at least every three years by the Local Governing Body.

5. Policy status and review

Written by:	Assistant Principal (Inclusion)/SENDco
Owner:	Local Governing Body
Status:	Approved
Approval date:	September 2018
Review date:	Autumn 2021