

Literacy and Numeracy catch up funding 2019/2020

1. Summary Information					
School	Stanground Academy				
Academic Year	2019 - 2020	Total Funding	£19,307		
Total number of pupils	258	Number of pupils eligible	97		

2. Current attainment for year 7		
	On entry from year 6	End of year 7
% not meeting benchmark in English	29%	
% not meeting benchmark in Math	25%	
% not meeting benchmark in English and math	16.6%	

3. Barriers to future attainment	
A.	On entry some Year 7 students have a limited understanding of Literacy and a reading age below age expectations.
B.	On entry some year 7 students join Stanground Academy with a numeracy ability below their age expectations

4. Desired Outcomes		
A.	To raise year 7 reading ages	An increase in the number of students working at the age appropriate level
B.	To improve year 7 pupils reading and writing strategies through the identification of gaps in prior learning and the provision of regular intervention sessions.	Students will have the ability to access mainstream lessons by having developed age appropriate literacy skills
C.	To recognise gaps in numeracy through a personalised numeracy programme	Students to have the ability to access mainstream lessons by having developed age appropriate numeracy skills.

5. Planned Spend					
Desired Outcome	Action	Evidence for rationale	How will you ensure that it is implemented well	Staff Lead	Review
To improve year 7 reading and writing	Newly appointed catch-up teacher to oversee all literacy interventions through Direct Instruction	Member of staff highly trained to deliver catch up programme.	Timetabled lessons and through regular assessment of progress	MTE	As appropriate but no less than half-termly

Reading to be embedded into the year 7 culture	Accelerated reader, literacy lead, EAL to be trained and for all year 7 to be involved	Proven results from accelerated reading programme to compliment additional interventions that are in place	Accelerated reading programme to be led by the school librarian	MTE	As appropriate but no less than half-termly
To be able to complete basic mathematic skills so that students are able to access the mainstream curriculum.	Students' who join with a SATs result of less than 100 to receive numeracy intervention	Proven numeracy programs that support student engagement and progress	Timetabled intervention sessions and regular assessment of progress	MTE	As appropriate but no less than half-termly
To ensure that EAL is not a barrier to learning	EAL teacher to support students where EAL is a barrier to learning.	It is vital that students have a basic understanding of the English language and feel confident enough to try and communicate with peers and teaching staff in order to develop knowledge within lessons.	Identification through transition meetings	AGO	As appropriate but no less than half-termly
Total cost			£19,307		