

## **Numeracy and Literacy Catch-Up 2015-16**

In the academic year 2015-16 the college received £11,000 in catch-up funding. It was spent in the following ways:

Maths identified 24 pupils in yr. 7/8/9 from the pupils eligible for the catch-up premium in the academic year 2014-15. This is made up from:

Most of the Pupil Premium pupils selected for out of class support were taken from the 3<sup>rd</sup> sets of each year group. These pupils were identified as the weakest by their teachers in terms of inadequate basic skills from their baseline data at the start of the year in September 2015.

The 24 pupils identified were taught by a subject specialist in a small group once a week.

This helped to target specific weak areas /gaps in their learning with regular dialogue between intervention teacher and tracking of progress being made on end of unit and termly assessments. They attended a homework club Intervention (One day a week). They were also encouraged to use resources to support independent learning i.e. Doodle and Mathswatch Virtual learning platforms. Teachers and Learning Support Assistants also offered extra intervention and in-class support in numeracy.

The impact of these interventions for the selected pupils has been an increase in self-confidence both from support and a more consistent use of independent learning platform and an improvement in learning behaviour for the majority of pupils put on programme.

In English catch-up funding was used to target specific students whose reading ages are below those of their peers;

Every week students were withdrawn from registration and worked with by a student in Year 11 on a "reading buddy" program. Other intervention strategies were used to target SEN School Action Plus, and this included withdrawing students from non-core subjects and providing teacher led small groups to improve comprehension and extended writing.

The positive impact of this was that students' confidence increased and class teachers noted improvement in class work. Their improved reading ages helped them make improved progress across all of their subjects.