

Hallmoor School Year 7 Catch-up Premium Plan 2018-19

Hallmoor School's Year 7 Literacy and Numeracy Catch-up Premium Plan			
Headteacher name:	Joanne Edwards	Signature:	
Chair of Local Academy Council name:	Paul Roberts	Signature:	
Year 7 Catch-up Profile for Hallmoor School			
Number of pupils:	22		
Budget:	£11,000		
Outline Strategy			
<ul style="list-style-type: none"> • The aim of this Year 7 literacy and numeracy catch-up premium is to identify barriers that impact on pupil academic progress and outcomes, and to provide interventions to support the development of literacy and numeracy skills. All year 7 pupils who did not achieve the expected standard at the end of Key Stage 2 are eligible for this funding. This covers all of the pupils at Hallmoor School. For our pupils this includes fostering a readiness to learn through developing increasing levels of independence, removing or reducing barriers, encouraging our pupils to develop basic skills in numeracy, literacy and communication, and developing our pupils' writing skills in an appropriate medium. • The overall aims of this plan are to: <ul style="list-style-type: none"> ○ Raise the in-school attainment and progress of Year 7 pupils in literacy and numeracy ○ Reduce the progress gap over time, thereby enabling our pupils to be ready for life-long learning in the community ○ This plan is to be reviewed annually or sooner if new interventions are found which prove more beneficial to our pupils 			

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Year 7 Catch-up premium activity	Allocated Funding	New or continued activity (Cost centre)	Specific intervention/activity (Include details of year groups/pupils, timescales involved and who is responsible)	Specific intended Outcomes (How will Year 7 Catch-up premium intervention/action improve attainment?)	Monitoring & Evaluation (Success Criteria/Evidence)	Actual impact "As a result of this action..." (If this action is to be repeated, identify the improvements to be made next time)
Training to develop high quality interventions in literacy and numeracy activities.	£1000	New	<ul style="list-style-type: none"> • Audit of staff knowledge of suitable interventions • Training delivered to Year 7 staff in the delivery of specific literacy and numeracy interventions 	<ul style="list-style-type: none"> • Identify training needs of Year 7 class teams, along with the Subject Leads for English and Maths • Training delivered to increase staff confidence in delivery of specific literacy and numeracy interventions 	<ul style="list-style-type: none"> • Training records and staff evaluations • Monitored through observations, pupil progress meetings, data trawls/Learning Walks by SLT and ML English and Maths 	<ul style="list-style-type: none"> • Areas identified and training delivered to class staff delivered, including phonics intervention (RWI) • Data trawls demonstrate that pupil progress is good
Increase skill and opportunities in / for independent writing	£1000	Continued activity	<ul style="list-style-type: none"> • Increase opportunities for independent writing in planning across the curriculum • Participation in Story Chef session by all Year 7 pupils 	<ul style="list-style-type: none"> • Increased opportunities for independent writing across the curriculum, both handwriting and using ICT • Students develop transferable skills for writing through active participation in a workshop 	<ul style="list-style-type: none"> • Progress made towards achieving individual targets in English writing. • Monitored through observations, pupil progress meetings and pupil feedback from Story Chef session • Feedback from ML English 	<ul style="list-style-type: none"> • Pupils gained confidence and skill in writing; opportunities for independent writing were increased across the curriculum areas and progress was made in this literacy strand

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<p>Identify and deliver appropriate interventions in literacy and numeracy, and ensure that these interventions are sufficiently resourced</p>	<p>£8000</p>	<p>Continued</p>	<ul style="list-style-type: none"> • Analyse baseline data and A2E sheets to identify specific areas to target • Identify, deliver and evaluate interventions for individual pupils • Allocate additional staffing resource to support interventions 	<ul style="list-style-type: none"> • Opportunity to take part in an intervention targeting a specific literacy or numeracy intervention • Pupils show that they are enthusiastic, engaged and are motivated to take part in literacy and numeracy interventions 	<ul style="list-style-type: none"> • Monitored through observations, pupil progress meetings and pupil work scrutiny • Data shows good progress in targeted area 	<ul style="list-style-type: none"> • Baseline data was analysed a groups of Y7 pupils identified for targeted intervention • Pupil data shows good progress
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