

PERFORMANCE

The school received £25,284 in 2016-2017 for Year 7 literacy and numeracy catch up funding.

The school chose to use this funding in the following ways:

Maths:

Students in year 7 are grouped according to ability using a combination of their Key Stage 2 scores and our own internal baseline assessment. This enables the least able to create a smaller class size for pupils of similar ability to work on targeted numeracy work. The Numeracy Ninja resources have been reproduced to help focus on improving basic skills and are used regularly in lessons.

Identified year 7 students have been selected for intervention during form time. This involves being paired up with one of our maths ambassadors who work on identified areas of weakness once a week.

We have purchased some catch up workbooks for pupils who have been given an extra lesson a fortnight to work on improving their understanding in maths.

Additional capacity is used within the department to support students in lessons.

English:

When students enter Hungerhill in Year 7, they are grouped according to their KS2 result and our own internal assessments. This allows us to place our students who need some extra support with English into smaller groups, to allow for targeted literacy-based work. These classes utilise a combination of Ruth Miskin's Read Write Inc programme, and scaffolded versions of our English schemes of work, with a view to securing the foundations of learning for these students.

Last year, we employed a primary specialist to work with our Y7 'catch up' classes, who has worked alongside our KS3 Co-ordinator to evaluate and redesign our provision, to ensure high challenge in our lessons and resources, thus enabling students to make accelerated progress towards the age-related expectations.

Finally, we use extra capacity within the English department to support students in these lessons, allowing the classroom teacher to target immediate intervention to those who require it. This immediacy is invaluable when addressing misconceptions and pushing students to achieve our challenging objectives.