

Catch-Up Funding Expenditure

PERFORMANCE

The school received £27,661 in 2018-2019 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 using other informative assessments. Our Key Stage 3 catch up groups allow us to create smaller class sizes for students 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. We have also invested in a programme to promote and develop our year 7 students' knowledge of times tables. Students are encouraged through the use of games, competition and regular mini-assessment to strengthen their recall and understanding of numbers, including their times tables. This is one of the key foundations required to give students the best opportunities to master mathematics.

We have fully resourced the department in order to support our Teaching for Mastery curriculum which is focussed on ensuring students gain a deep understanding of the mathematics they are studying through, amongst other things, the use of concrete manipulatives. Students are encouraged to understand the key mathematical concepts and structures, rather than simply following procedures. As well as resourcing the department, we also invest in the development of our staff each year. The Education Endowment Foundation's (EEF's) Teaching and Learning Toolkit references five months impact through using such methods of teaching.

Identified year 7 students have been selected for intervention during form time. This involves being paired up with one of our math's ambassadors who work on identified gaps in knowledge. Additional capacity is used within the department to support students in lessons, and identified students receive one-to-one support whenever possible.

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 students who need some extra support with English into smaller groups, to allow for targeted literacy-based work.

In our Year 7 catch up classes, we use the Reciprocal Reading strategy to support our students make rapid progress in reading. Two of the main benefits of the strategy are the pre-teaching of vocabulary and the use of structured discussion to improve both inference and writing skills. Pre-teaching challenging vocabulary and encouraging students to explore words, affords them a deeper understanding of language and develops comprehension. The use of structured discussion builds confidence, encouraging students to be more ambitious with their ideas and language.

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