

Catch-Up Funding 2019-20 – Year 7 Literacy and Numeracy Catch-Up

The school will use the funding for 2019/2020 in the following ways:

Maths:

Students in Year 7 are grouped according to ability using a combination of their Key Stage 2 scores and an internal baseline assessment (GL Assessment). Where Key Stage 2 scores are not available this will only be based on the internal assessment.

Our Key Stage 3 Catch Up groups allow us to create a smaller class size for students of similar ability to work on targeted numeracy work. Students who are in Catch Up classes follow a specialised scheme of learning called Build a Mathematician (BAM). This develops student's numeracy skills with a linked focus on literacy to ensure access to all curriculums across the school. Students in Catch Up classes will also have two additional form time numeracy interventions over the academic year. We are passionate that this will provide the foundations required to give our students the best opportunities in the subject.

We have invested in Hegarty Maths which allows students to cement and build on their learning during lesson. Students can access the website remotely to work independently and extend their learning at their own pace.

We continue to add resources to the department in order to support our Teaching for Mastery curriculum which is focussed on ensuring students gain a deeper 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 EEF's Teaching and Learning Toolkit references five months impact through using such methods of teaching.

English:

When students enter Hungerhill in Year 7, they are grouped according to their KS2 result, the national GL assessment 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.

In our Year 7 catch up classes, we use the Reciprocal Reading strategy to support our students in making rapid progress in their 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 dissect words and then explore them within different contexts which are more familiar to them, allows them to understand the words when they are put back into the context of the text we are reading which, in turn means they are far more likely to be able to internalise the word and then use it within their own work. The use of structured discussion builds confidence in our students, encouraging them to be more ambitious with their ideas and consider their different thoughts carefully, before committing their finished ideas to paper.

Each year, our Curriculum Leader works 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.