



## Risedale School Year 7 Literacy and Numeracy Catch-Up Funding

<b>Confirmed final income for 19/20 – no more DfE funding for 20/21</b>	
<b>Amount per pupil</b>	£500
<b>No of pupils</b>	36
<b>Total allocation 19/20</b>	£16,107k (was £19k for 18/19)

Spending 2018-2019 (funding £19k)			Spending 2019-2020 (DfE funding £16.1k)		
Strategy	Cost	Impact	Strategy	Cost	Impact
<p>Year 7 taught in mixed ability groups – this has proved to be successful and so being continued.</p> <p>Year 7 Maths groups – smaller intervention set (4)</p> <p>Maths staff visits to 3 primary schools to aid transition of maths teaching</p> <p>More practical approach to Maths – use of Numeracy Ninja</p>	£9200	<p>Learning has improved by a few targeted pupils now more engaged (walkthrough evidence and scrutiny of work) compared to the benchmarking at start.</p> <p>Practical elements have improved excitement in this group and others</p>	<p>Year 7 continue to be taught in mixed groupings initially – set at appropriate junctures once benchmarking and progress rates established.</p> <p>Small intervention groups continue during core subject timings requiring additional staff.</p> <p>TA's deployed in core with targeted pupils into other sets and interventions.</p>	<p>£6,000</p> <p>£2,500</p> <p>£11,000</p>	
<p>Small group withdrawal for Y7 English all lessons</p> <p>1:1 intervention with pre Reading Intervention - 2 student 3x week (2xHLTA)</p> <p>1:1 with non-verbal Y7 student adapting Reading intervention + planning time</p> <p>1:1 with HAP Y7 to develop research skills and challenge to write programme</p> <p>Y7 social group intervention to help communication (verbal) and written diary style notes of visit</p> <p>Different coloured exercise books used to aid students with visual disturbance.</p>	£8500	<p>TA's have become clearer and using skills to target support.</p> <p>Small group work has accelerated the progress resulting in mostly increased standards amongst intervention group (data tracking) – negative impact is the loss of some wider curriculum experiences due to withdrawals from non-core areas leading to potential falling-behind in other areas.</p> <p>The few pupils affected have seen improved behaviours.</p>	<p>1:1 intervention with pre Reading Intervention - 4 student 3x week (2xHLTA)</p> <p>Accelerated reader now procured to support reading ability and access to wider curriculum as a result.</p> <p>1:1 with EHCP students adapting Reading intervention + planning time</p>	<p>£3,000</p> <p>£1,500 (pro rata payment)</p> <p>Varied and responsive depends on ongoing targeting and identifying those in need</p>	<p>In three cases pupils have accelerated their standard by achieving 9 months improvement in 4 months</p> <p>More pupils becoming “reader millionaires” and more books being loaned out</p> <p>Re-engagement (mostly) with regular learning routines – improved score using accelerated reader.</p>
<p>Specialist books for very low ability students to access reading that is age appropriate</p> <p>Teacher and TA deployment in key y7 lessons</p>	£1300		<p>Specialist books for very low ability students to access reading that is age appropriate</p> <p>Teacher and TA deployment in key y7 lessons (non core) to ensure progress across curriculum</p>	£900	<p>Up to date resources ensure teachers and TAs using most appropriate materials ensuring progress.</p>
Total spending: £19000 – DfE funding only used			Total spending: £24,900 (£16.1k DfE, £5k Pupil Prem, £3.8k other)		