



**VYNERS SCHOOL**  
**YEAR 7 CATCH UP FUNDING REPORT for 2019-2020**  
**November 2020**

The literacy and numeracy catch-up premium provides schools with additional funding for Year 7 students who did not achieve expected outcomes in reading and/or maths at the end of Key Stage 2. It is provided to all state-funded schools with a Year 7 cohort. In the academic year 2019-20 the school received £14276.00 catch up funding.

**Impact of previous funding allocation: 2019-2020**

In 2019-20 there were 240 students in the Year 7 cohort.

Of the students that had not attained the expected level of attainment in either Reading or Maths in KS2 many had additional learning needs. The grid below shows that percentage of students making either expected, higher than expected or lower than expected progress during Year 7. Students were tested using GL assessments at the beginning and end of the year.

	Maths	Reading
Expected Progress	62%	72%
Higher than expected progress	3.7%	28%
Lower than expected progress	33%	0%

The report below is a record of the strategies employed, a narrative of their impact and the cost.

Strategy	Description	Impact	Cost
Core Kick Start	Core Kick Start is a 6 week programme that runs in the summer term while students are still in Year 6. Students attend weekly sessions, an hour of Maths and an hour of English. These lessons are taught by English and Maths teachers and supported by TA's. Parents attend the sessions with their child.	The Maths and English Department are fully aware of students needs and how best they can support their progress before they begin their first academic term. Students are more confident in lessons because they are familiar with staff and the school environment.	£1100  Staffing and resources
Wave 3 literacy and numeracy interventions	Students receive 2.5 hours a week of additional Maths and Literacy support in the Learning Support Department	Students follow established guided reading programmes with a focus on inference, deduction and reading accuracy. Students learn times tables and rapid maths is used diagnostically to enable progress	£11,012  Staffing and resources
A.M Better Reading Partners	Students attend morning reading sessions before school from 8am – 8.30. They read individually to adults.	Students' accuracy of reading improves as does their confidence to read aloud. Student tracking of text, expression and	£5,000  Staffing and resources

		comprehension improves with regular daily reading.	
Reverse Integration Group with Hearing Impaired Dept	Selected students from the main body of the school have their English Lessons in the Hearing Impaired Resource Base and are taught by teachers of the deaf – specific focus is on vocabulary and language acquisition.		
Language enrichment group	Students from the above group partake in language enrichment activities – for example visiting a restaurant to order food, going to the supermarket and doing the shopping.	These activities give real life transfer to the skills that students are learning in school. Their improved language and confidence better enables them to attend to the task of reading. Increased vocabulary means that they can make better predictions and inferences from the texts that they read.	