



## DRAYTON MANOR HIGH SCHOOL

### OVERVIEW

The Year 7 Catch-Up Premium is a grant provided by the DfE to support Year 7 students who did not achieve the expected standard in reading or mathematics at the end of Key Stage 2 (KS2). Since 2016 the expected standard at KS2 is a scaled score of 100 in mathematics and reading. All students below the expected scaled score of 100 are students who receive the catch-up funding.

The Funding received for 2020-21 was £18 338

Our strategy for literacy and numeracy is rigorously monitor and we continue to implement a whole school approach in supporting students with lower than average literacy and numeracy skills as outlined in our literacy and numeracy policies. We recognise that intervention simply in Year 7 for some students, may not be enough to support them in meeting the expected standard and have therefore continued the support for some students into Years 8 and 9.

### SPECIFIC PROGRAMMES TO SUPPORT OUR STRATEGY

#### 1. PHONICS

Students who attend Phonics are taught in a smaller mainstream English class using FRESH START PHONICS. This is designed to support Y7 students in securing their phonetic knowledge to confidently read and spell words with accuracy and fluency. The programme also builds writing skills to enable students to access extended writing tasks and structure their writing to meet a range of different audiences and purposes.

#### 2. YEAR 7 LITERACY AND NUMERACY (Alternative Curriculum)

Students identified with poor literacy and numeracy skills based on KS2 and in-house standardised testing data work in small groups within timetabled lessons, coming out of MFL and work through a recognised reading and numeracy programme which tracks and monitors progress. Taught across KS3 to develop students' reading and writing skills to enable them to better access the mainstream curriculum.

This program is targeted at those that are unable to access a full curriculum initially but is transient and reviewed regularly with clear exit routes and support strategies for reintegration post-intervention.

#### 3. READING FOR MEANING

Reading for Meaning is a research-based strategy that helps all readers build the skills that proficient readers use to make sense of challenging texts. Regular use of the strategy gives students the opportunity to practice and master the three phases of critical reading that lead to reading success, including

- Previewing and predicting *before reading*.
- Actively searching for relevant information *during reading*.
- Reflecting on learning *after reading*

#### 4. VOCABULARY

The aim of the programme is to expand students' vocabulary and enable them to use words in different contexts. In EAL, students learn word types and families to help them identify unfamiliar words from prior knowledge. The programme is designed to open up students' vocabulary both in and outside the classroom, support them to pre-empt and minimise hurdles they might face.

#### 5. NARRATIVE

The programme is designed to create an awareness of how storytelling can be used to enhance learning and social interactions in school, home and social contexts. The lessons encourage active listening and attention skills and teach students the structure of narrative. Students also use the story planner in planning and structuring essays in the classroom and for homework.

Last year the interventions mentioned above for Literacy had an effective impact on student achievement. The average student was making a progress rate of 1 year 6 months.