

Catch-Up Premium: Literacy and Numeracy – 2016/17

What is Catch-Up Premium?

The literacy and numeracy catch-up premium gives schools additional funding to support Year 7 pupils who did not achieve the expected standard in reading or mathematics at the end of key stage 2. In 2016 to 2017 schools will receive the same overall amount of Year 7 catch-up premium funding they received in 2015 to 2016, adjusted to reflect the percentage change in the size of their Year 7 cohort, based on the October 2016 census. This means that Trinity Academy Halifax (TAH) is expected to receive approximately £27,000 for this academic year.

Catch-Up Premium Expenditure – 2015/16

Type of Support	Approximate Cost
A salary contribution towards certain key posts: <ul style="list-style-type: none">• HLTA x2• Learning Mentor Team• Learning Assistant Team	£27,000
Expenditure contribution towards the Mastery Support Pathway, Platinum Rereading and Bungee intervention programmes that enable students to improve their literacy and numeracy skills in order to access the whole curriculum.	

Details of School Strategies

Phase 1 Tiered Literacy Support Packages

A tiered literacy support package is in place at Phase 1 to support those students who have the greatest needs.

- Stage 1 – Mastery Support Pathway

40 students are involved in the MSP in both Year 7 and 8, a significant proportion of which are Pupil Premium students. A combination of KS2 data, CATs scores and reading ages are used to identify this cohort. This cohort also includes students who have been identified as vulnerable in conjunction with our partner primary schools. Students receive 5 hours per week of Mastery Support and work on the specific skills that are preventing them from making progress on the English Mastery Pathway. The purpose of this package is not only

to improve literacy skills but also to provide students with a learning environment that will develop their confidence, resilience and emotional development.

- Stage 2 – Platinum Reading

Platinum Reading is an intervention programme designed to improve students' reading and comprehension skills. The programme targets four key areas, phonological awareness; phonics; vocabulary; and fluency and comprehension. Targeted students take part in the programme each term for 1 hour a day every morning. Students work through the programme by completing units specific to the four key areas. The programme combines listening, reading and judgement activities. Teachers monitor this progress and give guidance as necessary. Students automatically move through the programme at their own pace, building up and reinforcing their reading skills, repeating units as many times as required in order to master the skill.

- Stage 3 – Bungee (Literacy and Numeracy)

The Bungee learning model is designed to build students' confidence, and ensures that they consistently experience a series of 'small wins' in every lesson. Each Bungee lesson follows the same format:

- Equip – group work
- Step – paired work
- Leap – independent work
- The View – responding to feedback
- Bungee – independent written work
- Race to the Top – independent revision

From a literacy perspective the main priority is to ensure that students understand how to construct sentences, and use capital letters and full stops accurately. It is only when the students feel secure with these aspects of their writing that other skills will become a focus. The aim is for all students to use capital letters and full stops correctly and consistently in at least 75% of an extended written piece, although many students will undoubtedly exceed this expectation. In numeracy, the priority is to ensure that students have a deep understanding of basic number topics. The aim is to equip them with the skills they need to access the secondary curriculum confidently.

1:1 Reading Programme

Students who have a below chronological reading age upon transition to the academy have been identified and take part in a 1:1 reading programme. Students read for 30 minutes per day to member of staff and focus on a range of reading skills. Their progress is monitored and measured by using the STAR Reading test. As students' reading ages improve and come in line with their chronological reading age, new students are identified and access the programme.