

Y7 Catch-up Premium 2018/19

The literacy and numeracy catch-up premium gives schools additional funding to support Year 7 pupils who did not achieve the expected levels in reading and/or maths at the end of Key Stage 2 (KS2).

Oakwood High School is committed to ensuring a smooth transfer and transition from primary to secondary school and we work closely on this with our primary partners. Due to the strength of our relationships within our learning community, combined with our innovative transition programme which means pupils join Year 7 during June, information between transition points especially KS2 to 3 is used effectively.

We will use this premium to provide strategies and interventions which are specifically aimed at pupils who are behind in literacy and numeracy.

In 2018/19 **£15,073** was allocated for Year 7 Catch up funding.

How we have used the catch-up premium

Oakwood High School has non-negotiable highly ambitious expectations for the performance of all groups of pupils. Expectations are not diluted by family or social context and we are relentless in our pursuit of reducing and removing underachievement for and with all pupil groups. Without exception; teaching in Oakwood High School is consistently good and outstanding. The following interventions, resources and activities are some of the things which have been implemented through the catch-up premium funding; this list is not exhaustive.

English & Maths

Additional staffing for the core areas (English and maths) have allowed for smaller class sizes, 1:1 class time, double staffing, and intervention groups. This additional staffing is aimed at allowing pupils to access specific help and support, giving them the tools they need to progress. LSA's have also received specific maths training to enhance their knowledge and level of support in lessons

We have employed a Learning Support Assistant (LSA) to work with pupils who have English as an Additional Language (EAL); which represents some 33% of the pupil body. This person works with pupils and with their families in the school and the community to try to ease transition.

One of the school's continued priorities is whole school literacy. The newly refreshed marking and assessment policies also have an emphasis on literacy. We recognise that when pupils arrive from primary school a significant number have a reading age well below their chronological age. Communicate Learning Zone (English and MFL) support the reading programme within school as an element of the strategy to encourage pupils to read more.

Research suggests that there is a direct link between a pupil's vocabulary and their academic achievement. Bedrock Learning is a whole school strategy that aims to teach vocabulary explicitly, whilst encouraging reading. At Oakwood, it is led by the school's

English as an Additional Language (EAL) lead, but is a strategy that is delivered by all teaching staff when teaching new academic vocabulary to all pupils. Whole staff training is provided in support of this strategy.

An 'Evolve' intervention group was created to develop pupils' core skills in literacy and promote access to the full curriculum.

As a consequence of these interventions, the progress made by pupils with low prior attainment from KS2-4 across the full curriculum at Oakwood, continues to be better than their national counterparts.

There is a whole school focus on raising boys achievement, staff have received an inset from Gary Wilson to look at how to adapt their approaches and thinking when teaching boys and raising their aspirations.

To support the building of cultural capital, there has been an investment in music keyboard to give all Year 7 students access to a wider range of music opportunities within and beyond the curriculum