

# Literacy and Numeracy Catch Up Funding Strategy

For 2019-20, TKA will receive £7700 based on previous funding.

Literacy:

Using KS2 data, baseline reading and writing assessments, and NGRT (New Group Reading Tests) a cohort of pupils performing below age-related expectations will be identified. This data is analysed in more depth in order to ascertain the specific literacy related needs of the pupils within this cohort, using theory underpinned by the simple view of reading\* and the Dual Route Cascaded Model\*\*. This allows the cohort to be targeted for specific and literacy interventions. In addition, this cohort will, of course, be given specific support within English lessons by their teachers to help bridge the gap in their literacy skills.

Literacy interventions that will involve pupils in the catch up funding cohort:

1. Paired reading programme: Aimed at pupils who need to develop their lexical recognition and fluency. Year 7 pupils with low reading ages will be paired with Year 9 volunteers who have been trained by the literacy across the curriculum coordinator to provide reading support. This was a success in the previous year. This year, we will train Year 9 in how to support with reading strategies.
2. Developing Comprehension skills intervention: Aimed at pupils who have good decoding skills but who need to develop their language comprehension. Pupils with comprehension needs (often EAL) will be involved in specific intervention sessions led by English specialist, focusing on understanding of age appropriate texts and the production of written and verbal responses.
3. EAL intervention programme: Pupils in the cohort who are also identified as EAL will receive bespoke, small group support aimed at developing their English language fluency and comprehension. They will also be enrolled in an EAL course at Kingston College to support their language development and acquisition.

The cost of these interventions is minimal in terms of the resources required, as they either already exist within the relevant departments, or can be easily produced at a minimal cost. The cost of using EAL, SEND and English staff to deliver interventions is the main outlay; the Kingston College provision is without cost.

In addition to these initiatives, this year our focus will be on extending enrichment activities and experiences to engender a love of reading in this cohort. An example of this is Year 7's involvement in the Read Up! Kingston initiative, Reading Challenge and the Word of the Week for the whole school.

---

\*The simple view of reading, Gough & Tunmer, 1986

\*\*Nonword reading: comparing dual-route cascaded and connectionist dual-process models with human data" Pritchard SC, Coltheart M, Palethorpe S, Castles A, 2012

Numeracy:

We are currently running the Numeracy Ninjas programme with the whole of Year 7. Using data from this programme and KS2 data, we will identify a small group of pupils who would benefit from an extended Numeracy Ninja programme in small group sessions rather than whole-class setting.

Numeracy Ninjas is designed to fill gaps in pupils' basic mental calculation strategies. It also aims to empower them with the numeracy skills and fluency required to fully access GCSE Maths concepts when they move to Key Stage 4 study. A 2016 research study by Wyvern College\*\* (a large comprehensive secondary school) into the impact of using Numeracy Ninjas to improve numeracy fluency of KS3 pupils showed significant results, Numeracy Ninjas increased the average pupil's gain in fluency with mental calculation strategies by at least an additional 70% when compared to the gains made by a control cohort.

The implementation of this programme is consistent with the school's philosophy and approach to teaching maths at all stages.

At least three times a week, pupils complete a 5 minute skills test which includes:

- 10 questions on mental numeracy calculation strategies;
- 10 times tables questions;
- 10 questions on key topics that must be mastered before studying GCSE

The tests are marked immediately for instant feedback, and they obtain a Ninja Score out of 30. This corresponds to a particular colour Ninja Belt and only a Ninja Score of 30 will earn pupils the coveted Black Ninja Belt. Teachers then discuss key mental numeracy strategies related to the questions with the group, before the teaching of new material. The repetitive nature of this approach should be effective in establishing a strong command of basic maths skills at this crucial KS3 stage.

In 2019-20, all pupils will participate and benefit initially, even HPA pupils who may have gaps. However, pupils who struggle will be targeted for intervention after October half term by an intervention teacher. Intervention will be done in response to actual struggle rather than anticipated struggle, though we will be monitoring the progress of the identified catch-up cohort very closely.

Access to the Numeracy Ninjas scheme is free, however, numeracy catch-up funding will be required for the photocopying of booklets since the tests need to be done on paper, as working may need to be shown. The cost of using the intervention tutor for this purpose will also need to be covered.

---

\*Literacy and numeracy catch-up strategies, November 2017, Department for Education

\*\*The impact of using Numeracy Ninjas on the numeracy fluency of KS3 Pupils in a large comprehensive secondary school, William Emeny, 10 June 2016