

2017-18 Catch up premium Strategy

Framwellgate School Durham is determined to support students who have not made national expected progress in either or both of English and Maths to ensure that core skills are developed. This is to embed success in English and Maths, but also so that students can be successful across a diverse and rich range of subjects with a core literacy and numeracy base. Framwellgate School Durham has received circa £11,000 for the 2017-2018 academic year (22 students).

The strategies employed to help ensure these students are supported to make rapid progress are outlined below.

Strategy	Number of students involved	Details
Lexia	28 (yr7) 5 (yr8) 1 (yr11)	Some students are also enrolled to complete the primary units, alongside the secondary, due to their level of need. Lexia programme supported by HTLA and VTO (English teacher)
Numeracy intervention group (yr8)	4	STEP time intervention sessions (2x HTLA, 4 times per week)
Spelling group (yr7)	17	
Dyslexia support group (yr7/8)	4	
Sixth form Numeracy support (yr8)	4	
Timetabled SEN group in year 7 to allow curriculum differentiation and catch-up provision in lesson.	22 students (11 SEN, 6 DP and 3 EAL)	Handwriting booklets in use for these students to help improve this aspect of their literacy gap.
English yr7 curriculum texts changed to help reduce the year 6/7 'dip'	Yr 7 cohort	KS2 transition plans in place to help further reduce the year 6/7 'progress dip' with use of a bridging text over the summer (with accompanying activity booklet). To be launched on yr6 induction day.
Yr 7 Homework club	15 students, including DP students.	Targeted students attend weekly homework club which targets the literacy gap specifically. Students complete skills based work in the LRC. Co-ordinated by learning mentor (English specialist) and HoY.

The impact of these measures will be evaluated in the following ways:

Student reading age assessment. Target for 90% of students to be within 6 months of their chronological age.

End of year grading for English – internal assessment. Progress measures of the identified group of students to be evaluated –has the progress been rapid enough?