



Cranbrook Education Campus – Catch up funding 2016-2017

During this academic year we received £3,594 to support students who arrived below national expectations in literacy and numeracy. You can find out more about the Year 7 literacy and numeracy catch-up premium here: <https://www.gov.uk/guidance/year-7-literacy-and-numeracy-catch-up-premium-guide-for-schools>

As a campus this money goes towards the salary of our literacy coordinator, Miss Tanya Chitty and towards the wages of our additional maths teacher, Mrs Rachel Thomas.

Literacy support

- Literacy Interventions are currently run by Tanya Chitty and Jill Campbell.
- We currently have 18 Year 7 students receiving Literacy Intervention.
- We did have 23 but 5 have moved up to their normal English lessons.
- We currently have 8 Year 8 students receiving Literacy Intervention.
- We did have 12 but 4 have moved up into their normal English lessons.
- 6 Year 8 students are taught in groups of 1 to 2, with one student receiving 1 to 1 Literacy and one receiving 1 to 1 handwriting
- Year 7 students are taught as follows due to timetable constraints;
 - 4 students in the higher ability group have now moved up into normal English lessons.
 - 7 students in higher ability group.
 - 6 students in lower ability group. 5 students in the lower ability and 1 from the higher ability also have 1 to 3 group intervention and one student has 1 to 1.
 - A further 2 students have paired intervention
 - A further 3 students have handwriting intervention with one having 1 to 1.
- All Students have been timetabled so as not to miss core subject or subjects they excel in.
- We follow the Dandelion Reading scheme for reading, Letters and Sounds scheme for phonics and Penpals for handwriting when planning our lessons through continuous daily assessment. We have now started using Online Literacy Assessment, the students will be assessed every half term which will then give us specific data to show improvement. Two of our students have been given school Kindles to promote reading at home. Several students have found coloured overlays or reading rulers help with tracking.
- We take great pride in seeing our students develop and grow in confidence. Such an occasion was on World Book Day two students read to some Primary students which everybody enjoyed. Also two students wrote poems and entered them into a Teen Poets Competition and have now been told that their poems have been selected for publication in 'Winter Rhymes – Icy Delights'.
- Within our intervention lessons, students are making significant progress in reading, writing, phonics, spelling and handwriting. All students have noticeably grown in confidence and self-esteem. We aim to equip students with a range of strategies to ensure they become independent learners. This can be a challenge and a frustration as some students see their intervention lessons in isolation from other subjects. We have looked at tackling this by informing all staff of literacy expectations and a reward scheme for students themselves. Each student is given a pack of prompt cards for handwriting, phonics, spelling and in some cases b/d reversals. Students are expected to use their tool kit in all subjects.

- Spelling – Most students have large gaps and misconceptions in their phonic knowledge. We follow the Dandelion reading scheme synthetic phonic progression according to the level of students reading ability. We also do lots of phonic activities based on the Letters and Sounds scheme. Students are encouraged to sound out tricky words and use a Thrass chart as a support tool for phoneme spelling choices.
- Writing – Most of the writing within the sessions is at sentence level to reinforce spellings. However we do lots of grammar activities such as working on verb tenses, plurals and homophones. Students are encouraged to write descriptively and will often use a whiteboard in order to edit and improve their work.
- Handwriting – We follow the Penpals scheme of handwriting beginning with securing correct pen grip and seating position. Students work on both fine and gross motor skills in a variety of ways including warm up exercises and painting to encourage fluidity. We encourage students to join their writing to improve speed.
- We encourage whole school literacy by keeping regular links with Primary. Some of our students have presented THRASS, a phonic scheme to the younger children. If a student reads a book without making any errors, they invite Primary pupils to join them for a reading session which is enjoyed by all.
- We maintain good links with parents by way of half termly reports and welcome their feedback or concerns they may have.
- By working as a team we plan engaging lessons with enough scaffolding to support our students but also ensure they are challenged.
- Secondary literacy progress wall set up in Library to showcase literacy and demonstrate progress. Support from SMP

Numeracy Support

- By appointing an additional teacher, we have been able to keep our maths class sizes to a maximum of 13 students.
- Due to the small class sizes, students get greater personalisation and support from their teacher.
- We also work with Sparx and have implemented their year 7 homework system. This is monitored on a weekly basis and linked to parental communication.