

RAISE Primary Literacy and Numeracy / Transitions Support Programme

Guidance for School Principals



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Overview

This guidance document provides information on two separate funding elements available through the RAISE Primary Literacy and Numeracy / Transitions Support Programme and supports schools in preparing Expressions of Interest.

School participation is on an entirely voluntary basis.

The RAISE Primary Literacy and Numeracy / Transitions Support Programme consists of two elements;

- a **Primary Literacy and Numeracy Support Scheme** to support targeted literacy and numeracy interventions for Year 6 and Year 7 pupils; and
- a **Transition Partnership Scheme** to support the formation of clusters enabling post-primary schools and feeder primary schools to work together to strengthen transition arrangements for pupils moving from Year 7 to Year 8.

The programme is proposed to address two linked issues by:

- Enabling schools to provide targeted additional literacy and numeracy teaching for pupils in Years 6 and 7 before entry to post-primary education. Approaches may be tailored by schools to best suit their context and should complement high-quality classroom teaching; and
- Facilitating a more structured transition experience for pupils moving from Year 7 to Year 8, delivered through partnerships between post-primary schools and feeder primary schools between May and August 2027.

The programme will aim to:

- Improve literacy and numeracy attainment among Year 6 and Year 7 pupils through additional one to one, small group and/or team teaching support to targeted pupils;
- Improve transition arrangements between primary and post-primary schools; and
- Build confidence, engagement and continuity for children and families during the move to post-primary.

Participation of schools in one element of the programme is not dependent on participation in the other.

PART A: PRIMARY LITERACY AND NUMERACY SUPPORT SCHEME

What is the purpose of this scheme?

The scheme aims to improve literacy and numeracy attainment among Year 6 and Year 7 pupils through additional one to one, small group and/or team teaching support to targeted pupils.

Which schools can apply?

All grant-aided primary schools and Special schools in Northern Ireland may apply, irrespective of whether they are located within a RAISE locality or not. Preparatory and independent schools are not eligible.

If the project is oversubscribed, schools in or serving RAISE localities will be prioritised.

Which pupils should be targeted?

Schools should target:

- Pupils of all abilities and levels of attainment who are from socially disadvantaged backgrounds;
- Pupils who are working below expected levels or recorded as underachieving in literacy and/or numeracy; or
- Pupils at risk of a challenging transition to post-primary education.

How much funding is available?

Schools may apply for funding based on the size of their Year 6 and Year 7 cohorts combined:

Year 6 and 7 Enrolment	Maximum Funding
Fewer than 30 pupils	Up to £1,000
Fewer than 60 pupils	Up to £2,000
Fewer than 90 pupils	Up to £3,000
More than 90 pupils	Up to £4,000

Funding will be reimbursed retrospectively based on actual expenditure incurred.

What types of interventions can be delivered?

There is extensive evidence¹ of the positive impact of high quality one to one and small group teaching as a support strategy for learning and this should be the focus of the interventions. Support delivered by qualified teachers is likely to have the highest impact.

Schools have flexibility to focus interventions on the identified literacy and numeracy needs of their pupils. However, interventions should focus on:

- Structured literacy teaching in regard to oracy, reading and writing in line with the Department's Strong Foundations, Literacy Framework for primary schools ([DE Literacy Framework \(26-1-26\).pdf](#))
- Evidence-informed approaches that support secure mathematical understanding. Please note the Department's numeracy framework will be published over coming weeks and will provide advice and support.

What activities are eligible?

Teaching can be provided in a variety of ways

- After-school literacy or numeracy programmes;
- Halloween, Easter or summer literacy and numeracy targeted interventions;
- Small-group tuition within school hours;
- Additional teacher support within the classroom to facilitate team teaching approaches.

Activities must be additional to existing delivery.

What expenditure can be claimed?

Eligible expenditure may include:

- Teacher overtime;
- Staff substitution costs;
- Supply teacher costs;
- Materials and resources;

What information must schools provide?

If selected to participate following the Expression of Interest process schools will be required to provide a written proposal that:

¹ <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/>

- Identifies a target cohort(s);
- Describes the literacy and/or numeracy position;
- Outlines the proposed intervention; and
- Explains how impact will be measured and proposed success criteria.

Planning Guidance

If selected to participate following the Expression of Interest process schools will be required to provide a written proposal. A template will be provided for this purpose for completion and return to the Department. When developing your proposal, schools should:

Identify Need

Using available evidence such as:

- Free School Meal data;
- Formative assessment outcomes;
- Teacher observations;
- SEN profiles.

Identify Outcomes, Monitoring and Impact Evaluation

It is for schools to identify their own intended outcomes and associated success criteria and to monitor and evaluate the impact of the programme using internal assessment systems, including the use of teacher recording and observation to monitor the progress of pupils selected for support through the programme.

It will be necessary however for the Department to collate high level information about the use and impact of resources to enable determinations to be made around the effectiveness and value for money of the programme.

Schools should maintain records of how the funds are spent, which they will use to complete an evaluation of the programme. A form will be provided for this purpose which schools should complete and returned. Participation will be contingent on agreement to complete evaluation.

PART B: TRANSITION PARTNERSHIP SCHEME

What is the purpose of this scheme?

The scheme aims to strengthen transition arrangements between primary and post-primary schools and support pupils moving from Year 7 into Year 8.

Who can apply?

All grant-aided post-primary schools and Special schools in Northern Ireland may apply, irrespective of whether they are located within a RAISE locality or not.

If the project is oversubscribed, schools in or serving RAISE localities will be prioritised.

Applications must be led by a post-primary school working with at least two feeder primary schools within a cluster arrangement (excluding Preparatory and independent schools).

For schools that are already delivering transition support this scheme will only provide funding to support provision that is additional to existing delivery.

How much funding is available?

Each successful cluster may receive up to £5,000, paid retrospectively based on eligible expenditure incurred.

Which pupils should be prioritised?

Schools should target pupils who:

- Pupils of all abilities and levels of attainment who are from socially disadvantaged backgrounds.
- Pupils who are working below expected levels or recorded as underachieving in literacy and/or numeracy;
- Pupils at risk of a challenging transition to post-primary education;
- Pupils who have SEN or additional needs.

What type of activities should be included?

Clusters must include at least three of the following areas:

- Academic bridging;
- Orientation and belonging;
- Wellbeing and confidence;
- Information sharing;

- Parent/carer support; or
- Summer continuity activities.

What might transition activities look like?

Schools have flexibility to determine the most appropriate approach for their local context. Examples could include:

- Joint learning activities between primary and post-primary schools;
- Familiarisation visits;
- Summer engagement programmes;
- Parent information events;
- Pastoral support initiatives; or
- Shared information processes between schools.

Proposals should seek to combine academic, pastoral and parental support approaches.

Can schools already participating in DE / RAISE funded transitions programmes apply?

Yes, however a condition of funding is that participating schools or clusters are not already receiving funding for the areas of activity proposed for delivery under the Transition Partnership Scheme. Support will be considered for activities that complement existing provision, funding will not be considered for activities already being delivered in / by schools.

Planning Guidance

What information must lead schools provide?

If selected to participate following the Expression of Interest process schools leading a cluster will be required to provide a written proposal that includes the information outlined below. A template will be provided for this purpose for completion and return to the Department.

Clusters should demonstrate how their proposed programme:

- Engages at least two feeder primary schools early;
- Agrees roles and responsibilities;
- Identifies shared priorities.; and Identifies need.

Monitoring and Evaluating Impact

It is for schools to identify their own intended outcomes and associated success criteria and to monitor and evaluate the impact of the programme,

It will be necessary however for the Department to collate high level information about the use and impact of resources to enable determinations to be made around the effectiveness and value for money of the programme.

Schools should maintain records of how the funds are spent, which they will use to complete an evaluation of the programme. A form will be provided for this purpose which schools should complete and return. Participation will be contingent on agreement to complete evaluation.

Possible indicators may include:

- Pupil engagement;
- Attendance at transition events;
- Parent participation;
- Pupil confidence and readiness; and
- Feedback from pupils, families and staff.

Funding and Claims

How will funding be paid?

Funding will be reimbursed retrospectively following submission of evaluation information and expenditure evidence. Schools will be required to retain appropriate financial records and submit claims in line with programme guidance.

Will all Expressions of Interest be supported?

If Expressions of Interest exceed available funding under each element, priority may be given to schools in or serving RAISE localities.

Key Dates

Activity			Indicative Timing
Expression of Interest closing date			1 October 2026
Notification to selected participating schools			8 October 2026
Submission of detailed proposals			15 October 2026
Programme delivery period			2026/27 academic year
Schools	submit	evaluation	Following completion of eligible activity, and by 31 August 2027 at the latest.
information and funding claims			

Further Information

Further information on the RAISE Primary Literacy and Numeracy / Transitions Support Programme, including proposal templates and claim arrangements will be provided to participating schools following notification of the outcome of the Expressions of Interest process. Forms will be provided to support the evaluation and claims processes.

Further information on RAISE Programme Cross Cutting Initiatives is available at [RAISE Primary Numeracy and Literacy/Transition Support Programme | Department of Education](#)