

Literacy and Numeracy Catch Up Premium Funding

What is the Catch Up Premium?

The literacy and numeracy catch-up premium gives schools additional funding to support Year 7 pupils who did not achieve the expected standard (a scaled score of 100) in reading and/or maths at the end of KS2 in 2016/2017.

Our school receives up to £500 per student to ensure we can provide resources that support these students in catching up to the expected level in both literacy and numeracy.

In 2016/2017 we received £14,500 and in 2017/2018 we will receive £17,500.

How do we use the funding?

The funding is used to fund the school's Year 7 intervention programme. Led by Emmeline McChleery, 2 literacy intervention tutors (Sharon Jones and Kim Mitchell) and 2 numeracy intervention tutors (Amanda Keech and Kelly Smith) to deliver Maths, Literacy and 'Fresh Start' reading programme intervention to identified students.

During the academic year 2016-2017 the funding was allocated as follows;

Spending	Strategy
£66,300	Gross total salary of 4 intervention assistants per year
£2,440 Per Year	Purchase of county reading books for the library
£4133 Per Year	Purchase of the accelerated reader package each year
£1,000	Resources for teaching fresh start and catch up numeracy
£2,640	DfE Proof of Progress tests

During the academic year 2017/2018 the funding is being allocated as follows;

Spending	Strategy
£56,500	Gross total salary of 4 intervention assistants per year
£2,500	Purchase of county reading books for the library
£2,931	Purchase of the accelerated reader package each year
£6,000-TBC	Purchase of new library system to support accelerated reader in 2016/2017
£1,000	Resources for teaching fresh start and catch up numeracy
£2,750	DfE Proof of Progress tests
£360	NESSY-Reading and literacy support programme

Impact of Year 7 Catch-Up Premium Funding at the end of Year 7 2016-2017

Measure		%
Working at GCSE Grade 1 in English Based on teacher assessment	Targeted students	98
	Rest of Y7 Cohort	96
	Gap	+2
Achieved expected levels of progress or more in English by end of Y7 Based on FFT Proof of Progress test	Targeted students	72
	Rest of Y7 Cohort	75
	Gap	-3
Progress in reading age Based on Star Reader test	Targeted students	13 months
	Rest of Y7 Cohort	14 months
	Gap	-1 month

Measure		%
Working at GCSE Grade 1 in Maths Based on teacher assessment	Targeted students	99
	Rest of Y7 Cohort	98
	Gap	+1
Achieved expected levels of progress or more in Maths by end of Y7 Based on FFT Proof of Progress test	Targeted students	84
	Rest of Y7 Cohort	78
	Gap	+6

This data shows that the intervention programme and catch up funding facilitate progress for these students in both English and Maths. It shows however that a greater focus needs to be placed on ensuring that students are achieving a greater rate of progress in English. This will be a core focus for the 2017-2018 intervention team.

How are students identified?

In 2016-2017, students were identified using the KS2 scaled scores from the SATs papers as we had the capacity to place any student scoring under 100 (the national average) in to the intervention programme. Students were also selected using qualitative data from each of our feeder primary schools as well as Star reader assessments, the Catchup Maths assessment, observations from intervention tutors and the DfE Proof of Progress tests.

Students remain on the programme until assessment data from both intervention tutors and class teachers securely evidences that they have made sufficient progress and reach above expected standards to be in line with their peers who have not been part of the catch up programme.

How does the intervention programme work?

Students have three hours of Core Support (intervention) lessons per fortnight. These lessons are taught by both Maths and English teachers, supported by the specialist intervention team. After the initial diagnostic assessment, the Catch Up numeracy programme allows the teacher to identify the specific needs of students and work on developing these skills. The current Literacy intervention is focused on developing students' writing and comprehension skills. Standardised tests are delivered throughout the year to track students' progress and measure impact.

The intervention team work in collaboration with the English, Maths and Science departments to ensure the intervention work completed by students is complimentary to each department's curriculum, assessment data is standardised and students' individual needs are addressed by both intervention tutor and class teacher alike.

Students were assessed in Reading and Maths on their induction days in school, so targeted students could then begin their intervention programme from the moment they started in September so that they could more quickly catch up to the standard of their peers and enable them to confidently access our KS3 curriculum. This practise worked well and will be a repeated process in the summer of 2018-2019.