

LITERACY AND NUMERACY CATCH UP PREMIUM FUNDING –NOVEMBER 2018

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 2017/2018.

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 received £17,396

How do we use the funding?

The funding is used to fund the school's Year 7 intervention programme. Led by Emmeline McCleery, 2 literacy intervention tutors and 2 numeracy intervention tutors to deliver Maths, Literacy and the 'Fresh Start' reading programme intervention to identified students.

Spending Strategy

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

£66,300 Gross total salary of 4 intervention assistants per year
£2,440 Per Year Purchase of county reading books for the library
£4,133 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

Spending Strategy

During the academic year 2017-2018 the funding was allocated as follows;

£70,128 Gross total salary of 4 intervention assistants per year
£2,202 Per Year Purchase of county reading books for the library
£2200 Per Year Purchase of the accelerated reader package (Star Reader only) each year
£1,000 Resources for teaching fresh start and catch up Numeracy
£260 Fresh Start training for Kim Mitchell
£2,460 DfE Proof of Progress tests
£3515 purchase of new library system to support reading in Core Support lessons

Spending Strategy

During the academic year 2018/2019 the funding is being allocated as follows;

£77,639 Gross total salary of 4 intervention assistants per year
£1,600 Purchase of county reading books for the library
£2,200 Purchase of the accelerated reader package (Star Reader only) each year
£1,000 Resources for teaching fresh start and catch up numeracy
£2,750 DfE Proof of Progress tests

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%

Measure -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

Measure- 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

Impact of Year 7 Catch-Up Premium Funding at the end of Year 7 2017-2018

Measure -Working at GCSE Grade 1 in English based on teacher assessment

Targeted students 93%

Rest of Y7 Cohort 98%

Gap -5

Measure -Achieved expected levels of progress or more in English by end of Y7

Based on FFT Proof of Progress test

Targeted students 53

Rest of Y7 Cohort 77

Gap -24

Progress in reading age based on Star Reader test

Targeted students 4 months

Rest of Y7 Cohort 4 months

Gap 0 months

Measure Working at GCSE Grade 1 in Maths based on teacher assessment

Targeted students 83%

Rest of Y7 Cohort 96%

Gap +13

Achieved expected levels of progress or more in Maths by end of Y7 based on FFT Proof of Progress test

Targeted students 47

Rest of Y7 Cohort 73

Gap -26

The Proof of Progress test measures have varied this year compared to the previous year.

For context, in 2016-17, 10.8% of students with a KS2 level of below a 4 achieved a grade 4+ in English and Maths. 55.5% of those who got a level 4 in KS2 went on to achieve a 4+ in English and Maths.

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 and that the reading age gap is closed. This will be a core focus for the 2017-2018 intervention team.

How are students identified?

Students are identified using the KS2 scaled scores from the SATs papers as we have 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.

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 (undertaken by the whole of the Year 7 year group), groups of students are identified and then removed from the lessons to work as a small group on specific Maths skills with a Maths teacher.

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 on their induction days in school and undertook the baseline Maths assessment in September, 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.