



Year 7 Numeracy & Literacy Catch-up Premium Expenditure – Report to Local Management Boards 2016-17

The literacy and numeracy catch-up premium gives schools funding to support year 7 pupils who did not achieve [the expected standard](#) in reading or maths at the end of key stage 2 (KS2).

Schools should assess the individual needs of each of the pupils who attract the year 7 catch-up premium to decide the best way to use the funding. Only those programmes and approaches that are known to be effective should be selected, for example, you could use the funding to pay for:

- individual tuition
- intensive small-group tuition
- external services and materials
- summer schools that help students catch up over a short period of time

Ofsted inspectors will consider how your school is using the premium.

Year 7 Literacy and Numeracy Catch-up Premium Allocation	
Number of students eligible for Catch-up Premium – Students pupils who did not achieve the expected standard in reading or maths at the end of key stage 2 (KS2).	2016/17 – 19 2017/18 – 58 pupils (36 in maths and 42 in reading - 20 in both)
Amount of funding received per pupil	
Total amount of catch-up premium allocated for 2017/18	Estimated to be £10,152
Total amount of catch-up premium received for 2016/17	£9,594
Total amount of catch-up premium spent in 2016/17	9,594 [£13,007.46]

Key objectives for use of Year 7 Catch-up Grant			
To provide educational support and to ensure that pupils are supported to make progress with their basic numeracy and literacy skills.			
To narrow the gap by providing intensive literacy and numeracy support and raise the profile of literacy and numeracy throughout the College.			
To improve the attainment of those students entitled to Catch up Premium.			
Details of how the Year 7 Catch-up Grant was spent in 2016/17			
Project/focus of expenditure	Cost	Purpose/objective	Impact of expenditure (what difference has been made)
Suffolk Reading Scale (SRS)	Teacher's guide = £50.50 Pupil booklets = £29.40 Teacher delivery = £41.89 per hr Total cost - £247.46 to assess identified pupils	A standardised reading test that consists of multiple-choice and sentence-completion questions, SRS identifies where an individual may be experiencing reading difficulties. It has been designed to be relevant and engaging for pupils and can be administered easily in the classroom, both individually or in a group setting.	All catch up pupils were assessed using SRS. This information was helpful for staff when planning lessons to ensure that material was accessible for pupils and it also helped us to target areas of specific weakness.
<i>Toe by Toe literacy intervention, twice weekly with identified pupils</i>	<i>£16.80 (40 minutes) per week TA support to deliver intervention = £211 per term</i> Total = £6963 per year for identified pupils	<i>Toe By Toe is for anyone who finds reading difficult. This includes weak readers who struggle to decode or those with dyslexic difficulties.</i> <i>Students make progress by the tiniest steps. However, even though the steps taken are small, students can clearly measure progress right from the first page.</i>	Although this is an evidenced based intervention it requires a high level of parental engagement to assist pupils with the intervention outside of college. Despite training for parents, the intervention wasn't

		<i>Confidence and self-esteem are boosted as a result.</i>	delivered consistently and therefore wasn't as effective as it could have been. Furthermore, due to the necessity of it being a 1:1 intervention it is extremely costly to deliver to large cohorts of pupils.
<i>Lucid Rapid screening program</i>	<i>£100 1 year licence fee</i>	<i>To enable us to identify students with specific learning difficulties more effectively in order to select the appropriate interventions more quickly and effectively.</i>	All pupils screened and reports shared with staff and parents. This has enabled dyslexia friendly strategies to be employed for those pupils whom the likelihood of them having an SPLD is high. We were also able to implement targeted support for pupils' weakest skills.
<i>Plus One and Power of Two Maths interventions</i>	<i>£16.80 (40 minutes) per week TA support to deliver intervention = £211 per term Total = £3165 per year for identified pupils</i>	<i>These coaching manuals aim to put in and consolidate the building blocks of basic numeracy skills, enabling students to progress onto more complex mathematical problems. Students work in small groups with a TA and continue to practise these skills with parents support at home.</i>	Pupils who took part in this intervention grew in confidence significantly. We saw a significant number of pupils making two or more sublevels of progress in maths, 8 out of 19. It seems that these pupils' parents all engaged with the intervention outside of school.
<i>Mentoring</i>	<i>£16.80 (40 minutes) per week TA support to deliver intervention = £211 per term</i>	<i>Students are supported twice weekly to organise their free time and workload (with specific focus on Literacy and Numeracy). This is also beneficial in enabling us to build a positive rapport with pupils.</i>	Feedback from pupils and parents was extremely positive about the mentoring that pupils received. These pupils engaged more

	Total = £2532 per year for 4 students		readily with support during breaks and lunchtimes.
	Total Spend = £13,007.46		

Details of how the Year 7 Catch-up Grant will be spent in 2017/18

Project/focus of expenditure	Cost	Purpose/objective	Expected Impact of expenditure (what difference will it make)
<i>Lucid Rapid screening program</i>	£100 1 year licence fee	<i>To enable us to identify students with specific learning difficulties more effectively in order to select the appropriate interventions more quickly and effectively.</i>	<i>Through early identification of pupils with specific difficulties early intervention can be targeted and pupils will progress in line with peers.</i>
Suffolk Reading Scale (SRS)	Teacher delivery = £41.89 per hr Total cost - £218.06 to assess identified pupils	A standardised reading test that consists of multiple-choice and sentence-completion questions, SRS identifies where an individual may be experiencing reading difficulties. It has been designed to be relevant and engaging for pupils and can be administered easily in the classroom, both individually or in a group setting.	<i>It is hoped that by identifying gaps in pupils' literacy skills early and targeted intervention can be implemented.</i>
<i>Mentoring</i>	£16.80 (40 minutes) per week TA support to deliver intervention = £211 per term Total = £2532 per year for 4 students	<i>Students are supported twice weekly to organise their free time and workload (with specific focus on Literacy and Numeracy). This is also beneficial in enabling us to build a positive rapport with pupils.</i>	<i>Pupils will feel supported and will consolidate learning that has taken place in the classroom.</i>
<i>Plus One and Power of Two Maths interventions</i>	£16.80 (40 minutes) per week TA support to deliver	<i>These coaching manuals aim to put in and consolidate the building blocks of basic numeracy skills, enabling students to progress onto more complex mathematical problems. Students work in small</i>	<i>Gaps in pupils' numeracy skills will be targeted and they will progress in line with expectations.</i>

	<p>intervention = £211 per term Total = £3165 per year for identified pupils</p>	<p>groups with a TA and continue to practise these skills with parents support at home.</p>	
Sound Training	<p>Teacher delivery = £41.89 per hr 6 week intervention = £251.34 3 staff delivering 6 weekly interventions across the year to 60 pupils = £3770.10</p>	<p>6 week focussed intervention that aims to develop pupils' metacognition, vocabulary, phonological awareness and automaticity. Sound Training provides individuals with the strategies they need to achieve higher results and maximise potential. Suitable for mainstream students from Yr 5 -13, programmes are tailored to the appropriate Key Stage to enhance exam results and work readiness for all.</p>	<p>Pupils will be given clear strategies to develop their basic literacy skills</p>
Lexia and Symphony – twice weekly teacher led intervention (2 hours)	<p>£8000 approx. £41.89 per hr teacher delivery. 3 groups for 2 hours = £251.34 per week £9,802.26 per year Total = £17,802.26</p>	<p>Lexia is an intuitive system which reinforces basic skills in literacy. It is computer based software which auto places pupils and regularly assesses them to ensure that pupils cannot move onto the next skill until they have mastered the one that they are working on. Symphony Math is a program which helps students connect the big ideas in mathematics. Big ideas are building blocks for mathematicians. As they learn new concepts, students build on previous foundational concepts to help them understand and master new material. Where pupils are struggling and identified as "at risk" staff deliver focused teaching to ensure that pupils grasp and practise the skill before moving on.</p>	<p>Gaps in pupils' literacy and numeracy skills will be targeted and they will progress in line with expectations</p>
	<p>Total spend = £27,587.42</p>		

How it made a difference to the attainment of Catch-up pupils

Include Measures below

2016-17

<p><i>Number of students that have caught up or are within one subgrade of the target</i></p>	<p>There is still work to be done targeting those students who significantly underperformed at KS2 and this is a strong focus for 2017-2018. Results seems to be very split with 6 pupils (50%) making expected progress or more and 6 pupils (50%) either only making one level or remaining static. However, three pupils (25%) made 3 sub-levels or more progress in English which is an achievement.</p>
<p><i>Average number of sub-grades progressed in Maths by Other Pupils</i></p> <p><i>Average Progress made by other pupils – English by Other Pupils</i></p>	<p>In terms of new interventions that have been implemented this year, Y7 Numeracy catch-up has been largely successful. We have seen a particularly positive impact with regards to pupils progress in Maths who have taken part in the intervention with 10 of the 12 pupils (83%) achieving expected progress in Maths. Out of these pupils who made expected progress, 8 pupils (67%) made 3 or more sub-levels of progress which is fantastic.</p>
<p><i>Students that have made good progress towards expected in English and Maths</i></p>	

Actual Data Results

Subject: **Maths**

Pupil Name (Surname Forename)	Gender	Disadv- antaged	SEN Status	% of Overall Absence	Class	Year 7 Baseline	Year 7 Summer Assessment	No. of Sub-Grades of Progress
Brown Tyler	M	Y	N	3.6%	7c/Ms4 (Mrs M Walker)	1B	1B	0
Morrison Aife	M	N	K	6.0%	7b/Ms4 (Mrs S J Lowe)	1C	1B	1
Clayton Adam	M	N	K	4.2%	7c/Ms4 (Mrs M Walker)	1E	1C	2
Devlin-Armstrong Jessica	F	N	T	9.6%	7c/Ms4 (Mrs M Walker)	1E	1C	2
Trodden Elias	M	Y	K	16.8%	7c/Ms4 (Mrs M Walker)	1D	1A	3
Blawitt Jonathon	M	N	N	3.6%	7b/Ms4 (Mrs S J Lowe)	1C	2B	4
Kelly Kyle	M	Y	K	9.9%	7b/Ms2 (Mrs M Walker)	1A	3C	4
Lis Nikolia	F	N	N	3.6%	7c/Ms4 (Mrs M Walker)	1C	2B	4
Mulrooney Owen	M	N	K	5.4%	7b/Ms3 (Mrs N Armstrong)	1C	2B	4
Tengopala Rohit	M	N	E	0.3%	7b/Ms4 (Mrs S J Lowe)	1B	2A	4
Vickers Chelsea	F	Y	T	7.3%	7b/Ms4 (Mrs S J Lowe)	1D	2C	4
Bozek Oskar	M	N	T	18.0%	7b/Ms3 (Mrs N Armstrong)	1B	3C	5



Subject: **English**

Pupil Name (Surname Forename)	Gender	Disadv- antaged	SEN Status	% of Overall Absence	Class	Year 7 Baseline	Year 7 Summer Assessment	No. of Sub-Grades of Progress
Blewitt Jonathon	M	N	N	3.6%	7y7E1 (Mr D Wilson)	1C	1B	1
Kelly Kyle	M	Y	K	9.9%	7y7E1 (Mrs N Jones)	1A	2C	1
Morrison Alfie	M	N	K	6.0%	7y7E1 (Mr D S Green)	1C	1B	1
Mulrooney Owen	M	N	K	5.4%	7y7E1 (Mr D Wilson)	1C	1B	1
Tariggula Raht	M	N	E	0.3%	7y7E1 (Mr D Wilson)	1B	1A	1
Tradden Elias	M	Y	K	16.8%	7y7E2a (Mr D Wilson)	1D	1C	1
Clayton Adam	M	N	K	4.2%	7y7E1 (Mrs N Jones)	1E	1C	2
Davin-Armstrong Jessica	F	N	T	9.6%	7y7E1 (Mrs N Jones)	1E	1C	2
Lis Nikole	F	N	N	3.6%	7y7E2a (Mr D Wilson)	1C	1A	2
Bossek Oskar	M	N	T	16.0%	7y7E1 (Mrs N Jones)	1B	2B	1
Brown Tyler	M	Y	N	3.6%	7y7E1 (Mrs N Jones)	1B	2B	1
Vickers Chelsea	F	Y	T	7.5%	7y7E1 (Mrs N Jones)	1D	1A	1