

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

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve at least level 4 in reading and/or maths at the end of key stage 2 (KS2). Schools receive an additional £500 for each pupil in year 7 who did not achieve at least level 4 in reading and/or maths at the end of 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. Ofsted inspectors will consider how your school is using the premium.

### Year 7 Literacy and Numeracy Catch-up Premium Allocations

Number of students eligible for Catch-up Premium – Students who did not achieve at least level 4 in the Key Stage 2 national curriculum tests in reading and/or mathematics	2015/16 – 20 2016/17 – 19
Amount of funding received per pupil	£500
<b>Total amount of catch-up premium received for 2016/17</b>	Estimated to be £9,500
<b>Total amount of catch-up premium received for 2015/16</b>	£10,000
<b>Total amount of catch-up premium spent in 2015/16</b>	£10,000

*Because there are more pupils nationally not reaching the expected standard in reading and maths this year than who don't reach Level 4+ in previous years, DfE have decided that schools will receive the same amount of funding in 2016-17 as they received in 2015-16, but adjusted to reflect change in Year 7 pupil number from October 2015 to October 2016 census.*

### 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 2015/16

Project/focus of expenditure	Cost	Purpose/objective	Impact of expenditure (what difference has been made)
<i>Toe by Toe literacy intervention, twice weekly with identified pupils</i>	<p>£220 for the books</p> <p>£16.80 (40 minutes) per week TA support to deliver intervention = £211 per term</p> <p><b>Total = £7183 per year for 11 students including the cost of books</b></p>	<p><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></p> <p><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. Confidence and self-esteem are boosted as a result.</i></p>	<p><i>Students have become more confident readers and their phonological processing skills appear to be developing.</i></p>
<i>Lucid Rapid screening program</i>	<p>£100 1 year licence fee</p>	<p><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></p>	<p><i>We have been able to make better use of our resources as we have been able to implement the appropriate interventions quickly.</i></p>
<i>Plus One (x5) and Power of Two (x5) Maths interventions</i>	<p>Plus 1 = £77.50</p> <p>Power of 2 = £92.50</p>	<p><i>These coaching manuals aim to put in and consolidate the building blocks of basic numeracy skills, enabling students to progress onto</i></p>	<p><i>Students enjoy spending the time completing the intervention and we</i></p>

	<p>£16.80 (40 minutes) per week TA support to deliver intervention = £211 per term  <b>Total = £3335 per year for 5 students</b></p>	<p>more complex mathematical problems. Students work in small groups with a TA and continue to practise these skills with parents support at home.</p>	<p>have seen them grow in confidence particularly.</p>
Mentoring	<p>£16.80 (40 minutes) per week TA support to deliver intervention = £211 per term  <b>Total = £2532 per year for 4 students</b></p>	<p>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.</p>	<p>Students are more likely to come and ask staff for help. We have also seen an improvement in the quality of homework handed in.</p>
	<p><b>Total spent = £13,150</b></p>		

#### Details of how the Year 7 Catch-up Grant will be spent in 2016/17

Project/focus of expenditure	Cost	Purpose/objective	Impact of expenditure (what difference will be made)
Suffolk Reading Scale (SRS)	<p>Teacher's guide = £50.50</p> <p>Pupil booklets = £29.40</p> <p>Teacher delivery = £41.89 per hr  <b>Total cost - £247.46</b> to assess identified pupils</p>	<p>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.</p>	<p>It is hoped that by identifying gaps in pupils' literacy skills early and targeted intervention can be implemented.</p>
Toe by Toe literacy intervention, twice weekly with identified pupils	<p>£16.80 (40 minutes) per week TA support to</p>	<p>Toe By Toe is for anyone who finds reading difficult. This includes weak readers who struggle to</p>	<p>Students will become more confident readers and the gaps in</p>

	<p>deliver intervention = £211 per term</p> <p><b>Total = £6963 per year for identified pupils</b></p>	<p>decode or those with dyslexic difficulties.</p> <p>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. Confidence and self-esteem are boosted as a result.</p>	<p>their reading will be closed by focussing on their phonological processing skills.</p>
Lucid Rapid screening program	£100 1 year licence fee	To enable us to identify students with specific learning difficulties more effectively in order to select the appropriate interventions more quickly and effectively.	Through early identification of pupils with specific difficulties early intervention can be targeted and pupils will progress in line with peers.
Plus One and Power of Two Maths interventions	<p>£16.80 (40 minutes) per week TA support to deliver intervention = £211 per term</p> <p><b>Total = £3165 per year for identified pupils</b></p>	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.	Gaps in pupils' numeracy skills will be targeted and they will progress in line with expectations.
Mentoring	<p>£16.80 (40 minutes) per week TA support to deliver intervention = £211 per term</p> <p><b>Total = £2532 per year for 4 students</b></p>	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.	Pupils will feel supported and will consolidate learning that has taken place in the classroom.
	<b>Total Spend = £13,007.46</b>		

<b>How it made a difference to the attainment of Catch-up pupils over time</b>	
Include Measures below	<b>2015-16</b>
<i>Average Progress made by pupils supported – Maths</i> <i>Average Progress made by pupils supported – English</i>	2.0 sub-steps 0.7 sub-steps
<i>Average Progress made by other pupils – Maths</i> <i>Average Progress made by other pupils - English</i>	1.9 sub-steps 1.8 sub-steps
<i>pupils making more than 2 sub – steps of progress</i>	5 out of 11 Catch-up Premium Pupils in English (45%) - 19% of Other pupils did.  1 out of 13 Catch-up Premium Pupils in Maths (8%) - 34% of Other pupils did.