

## Year 7 Numeracy & Literacy Catch-up Premium Expenditure – Report to Local Management Boards 2018-19

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.

<b>Year 7 Literacy and Numeracy Catch-up Premium Allocation</b>	
Number of students eligible for Catch-up Premium – Students pupils who did not achieve <a href="#">the expected standard</a> in reading or maths at the end of key stage 2 (KS2).	<b>57</b>  <b>(20 in both English and maths, 22 in English only and 15 in maths only)</b>
Amount of funding received per pupil	<b>£178.11</b>
<b>Total amount of catch-up premium allocated for 2018/19</b>	<b>£10,609 (estimated)</b>
<b>Total amount of catch-up premium received for 2017/18</b>	<b>£10,152</b>
<b>Total amount of catch-up premium spent in 2017/18</b>	<b>£10,152</b>

### Key objectives for use of Year 7 Catch-up Grant

To provide additional strategies for supporting those pupils that have not made the expected standard by the end of KS2. To ensure that these strategies are targeted correctly by carrying out testing for reading ages and literacy skills.

To ensure pupils that need support in maths are given targeted help that is in addition to the normal classroom and to ensure this is targeted on the numeracy skills that have been carefully identified.

To encourage a level of confidence in pupils that have struggled in school to date in order to promote resilience and determination and thereby support their future growth and attainment.

### Details of how the Year 7 Catch-up Grant was spent in 2017/18

Project/focus of expenditure	Cost	Purpose/objective	Impact of expenditure (what difference has been made)
To provide Yr7 Catch-up pupils with a primary school trained teacher in Maths and English.	£6,000	Emma Patience was appointed as literacy lead and she knows the KS1 and 2 curriculum well this enables her to identify gaps in pupil's KS1 and 2 work, address these gaps to accelerate the pupil's progress.	<i>11/17 students have met the expected standard in English and 15/16 students have met the expected standard in Maths</i>
To provide the Catch-up pupils with an additional lesson in Maths and English.	£1,000	These pupils spend more time in Maths and English to address the knowledge gaps from KS1/2 to accelerate pupil progress in Maths and English. This is achieved through the setting of an additional class which focusses on building up the year 6 curriculum.	
Provision of extra support through TA allocation	£6,000	The teaching assistant supports by taking small group sessions. She works on the group's identified knowledge gaps from KS1/2 this allows the primary teacher to focus on other students' gaps to accelerate all the Yr7 catch-up pupils' progress in Maths and English.	

<b>Details of how the Year 7 Catch-up Grant will be spent in 2018/19</b>			
<b>Project/focus of expenditure</b>	<b>Cost</b>	<b>Purpose/objective</b>	<b>Expected Impact of expenditure (what difference will it make)</b>
<b>Smaller class sizes in English</b>	<b>£3000</b>	<b>To give an intense literacy lesson to the pupils needing to catch up. To enable a close personal supervision of learning.</b>	<b>Personalised provision to target support.</b>
<b>Literacy support from Carmel Education trust Literacy Lead (Liz Duffield)</b>	<b>£4000</b>	<b>The primary trained teacher will have both the experience and the relevant training to deliver Maths and English lessons to lower ability 4 students. She knows the KS1 and 2 curriculum well this enables her to identify gaps in pupil's KS1 and 2 work, address these gaps to accelerate the pupils' progress. She will help to deliver Whole Trust CPD to ensure consistency for literacy standards cross phase.</b>	<b>Improve levels of literacy and numeracy for targeted students.</b>
<b>Personalised new programme on phonics for secondary students ReadWriteInc</b>	<b>£3000</b>	<b>To use phonics for decoding thereby give pupils tools to increase their reading age.</b>	<b>Pupils will be able to increase their access to a greater number of words.</b>
<b>Sound Training for Reading</b>		<b>To enable students to understand the way that words are constructed and therefore increase their reading age rapidly</b>	<b>Decoding strategies will improve.</b>
<b>Intensive small group tuition in Maths during lunchtimes</b>	<b>£3000</b>	<b>To provide small intensive arithmetic lessons as identified in baseline assessments in order to gain fluency and therefore confidence in maths</b>	<b>Numeracy and fluency will improve.</b>
<b>Redesigning SOWs to include more differentiation and a focus on spelling.</b>		<b>To allow all students to access the curriculum.</b>	<b>A more accessible curriculum will be seen throughout all depts..</b>

<b>How it made a difference to the attainment of Catch-up pupils</b>	
<b>Include Measures below</b>	<b>2017-18</b>
Number of students now at expected standard and number that have met their targets in English	13 out of the 17 pupils that did not get to the expected standard in reading at KS2 have met or exceeded their Carmel targets. However only 11 actually reached the expected standard as 2 pupils had very low prior attainment and therefore low targets. However, the progress made by pupils this year is remarkable and reflects the multifaceted approach used in the dept. The work has also been extended to students in years 8 and 9 to improve the progress of the weakest students.
Number of students now at expected standard and number that have met their targets in Maths	There were 16 students targeted (and interestingly 10 of these were disadvantaged). Following the CATS tests 9 students had scores that were less than 85 and therefore showing low cognitive ability. All of these pupils achieved less than 95 on the KS2 SATS and therefore achieved a grade 1 in the tracking system. By the Summer term all but 1 pupil has now achieved a grade 2C, 2B or 2A which shows a great deal of progress. In fact all of these 8 students have exceeded their targets for maths in year 7. Of the remaining 7 students that had a CATS score of more than 85 but had not achieved expected in maths, 5 have met or exceeded targets and two of these are now at a grade 3 which will really boost their confidence.
Summary	Overall the strategy is having a positive impact and we are using the data to inform decisions about how to target interventions in the most effective way in order to maximise the impact of the funding. The new initiatives this year have proved a great success due the drive and determination of staff and skilled, focussed intervention in both the maths and English depts.

<b>How it made a difference to the attainment of Catch-up pupils</b>	
<b>Include Measures below</b>	<b>2017-18</b>
Average number of sub-grades progressed in Maths by Catch-up pupils	2.32
Average number of sub-grades progressed in English by Catch-up pupils	2.22
Average number of sub-grades progressed in Maths by Other Pupils	2.27
Average Progress made by other pupils – English by Other Pupils	1.84
18 pupils out of 35 pupils making more than 2 sub–grades of progress in maths	Eighteen
17 pupils out of 42 pupils making more than 2 sub–grades of progress in English	Seventeen