

## **Annual Report on the Use and Impact of Year 7 Literacy and Numeracy Catch-up Premium – 2015-16 Academic Year**

### **Purpose of the report:**

The purpose of the report is to provide governors with information on the use and impact of this additional funding in 2015-16 and plans for use of this funding in 2016-17.

### **Recommendation:**

It is recommended that the report is:

- Noted
- Governors identify whether any further information is required
- Governors comment on the use of the funding in the next academic year.

### **Context**

The Year 7 Literacy and Numeracy Catch-up Premium is a government initiative designed to target resources on those students who have not achieved level 4s in their KS2 SATs in reading and/or mathematics. This funding has been made available from 2012-13 and the government has made a commitment to continue the funding until 2015-16. It is unclear if this funding will be available, and in what form, for the next academic year.

The Department for Education (DfE) provides us with an additional £500 for each student, so we can deliver extra support to help these students to 'catch up'. Students' progress is monitored carefully to ensure the Catch-up programme is having an impact.

### **Student Numbers and Additional Funding in 2015-16**

<b>Total number of Year 7 students</b>	<b>Number of students eligible for catch up premium</b>	<b>Total amount of funding</b>
179 Students	41 Students	£20,500

**A number of eligible students left mid-year, while others joined the year group. This left a total of 37 eligible students at the end of the year.**

### **Catch up funding impact 2015-16**

## Reading and Writing

A total of £6660.80 was spent on English and Literacy resources. This included £2,714.00 on Accelerated reader and £470 on training 2 members of staff on the Ruth Miskin, Read Write Inc course with £690 on resources for this course so that they could deliver the programme to our Year 7 students. A total of £324.43 was also spent on reading books suitable for a range of reading ages and abilities.

From the students' results we can see that the interventions and resources bought have been successful.

### Reading

**Average reading age improved by 13 months progress in this group of students.**

### Writing:

Number of students: 32

Made progress from SATs level:

Yes: 24

No: 7

Students who achieved Level 4:

Exceeded: 1

Met: 10

Below: 21

It must be noted that the majority of students who did not reach Level 4, started the year well below level 4 and still made progress across the year.

Students who did not make progress from SATs level:

Student	Reason
Student 1	Behaviour towards the end of the year became an issue and she regressed.
Student 2	Attendance and current medical issues.
Student 3	INA and Attendance
Student 4	Attendance and behavioural issues.
Student 5	Poor English and emotional needs.
Student 6	Behaviour and concentration issues
Student 7	Attendance, behaviour and EAL

### Mathematics / Numeracy

To support the students who did not reach level 4 in mathematics £1446.67 was spent on the Rapid maths intervention programme and Maths

frameworking. This has helped students understand mathematics processes, which has aided their written and mental maths.

A further £22,000 was spent on the employment of a teaching assistant with a maths specialism. This enabled us to provide regular maths intervention for our most vulnerable and low ability students.

Number of students: 34

Made progress:

Yes: 32

No: 2 (however these students did achieve a Level 3A, just below Level 4).

Students who achieved Level 4:

Exceeded: 0

Met: 28

Below: 6

Students who failed to make good progress from SATs level:

<b>Student</b>	<b>Reason</b>
Student 1	Achieved Level 3a. Issues with attendance and behaviour
Student 2	Achieved Level 3a. Issues with attendance and behaviour

### **Other monies spent**

£560.00 was spent on training for a member of staff at The Nurture Group Network. We felt this was important, as many students who underachieve need support socially and emotionally as well as academically. The member of staff ran nurture groups, and these students made progress. We hope in the future the skills now obtained by this member of staff can be utilised, to the fullest potential.

£6020.00 on GL Assessments (CATS tests): these tests have provided staff with invaluable data on students, which now enables us to provide more specific intervention that is timely and more effective.

£10,000: has been spent on running the Summer School for 75 students. of this £9500 was taken from the Catch – Up Fund.

Once reading and other base line testing is complete we can identify impact.

### **Summary**

This additional funding and provision has met students' needs and worked very well, in terms of student progress in reading and writing. Only 7 students didn't make progress in their writing. These students had other needs or poor attendance, which prevented them from being able to access the provisions, as we would have liked.

All the resources had an impact on student progress. Read Write Inc was used more effectively this year.

The additional funding for provision in Mathematics was not used to its full potential as the teaching assistant was only employed in the summer term. This strategy has proved to be extremely effective for the short time he was employed, with only 2 students not making good progress. 32 made progress; this was a good result for these students. We have purchased the Rapid Maths intervention programme. Unfortunately this year we could only staff a Mathematics intervention programme in the summer term. In the one term that students received intervention in maths they have made good progress. We would like to replicate this throughout next year.

It was noted that many students with below average SATs scores have social and emotional needs also, which affects their progress. Due to this we purchased nurture resources in 2015-16. This had some impact however due to staffing not all students received nurture, as we would have liked.

The CATs tests have provided staff with invaluable information, unfortunately as we did not have the assessments at the beginning of the year, we have not been able to act on the data, as we would have liked. This data is now readily available for the start of the coming academic year and the students will receive further appropriate provision, whilst in Year 8.

All current provision will be used and repeated in 2016-17 academic year, as all had an impact. We will use these provisions more frequently and intensely for better effect.

## **OFSTED.**

I believe OFSTED would judge the use and outcomes of the Catch-up funding and provision as 'Good', if they were to look at the impact on writing and maths, as almost all students made good progress. The money has also been mainly used on resources and training that will be utilised for years to come.

## **Proposed use of the funding in 2016-17 academic year**

At this point decisions on how this funding will be deployed in this academic year have not yet been taken. DfE have not yet made it clear how or if this extra funding will be allocated,

A further report on the proposed use of the funding, the number of students, the level of funding and targets for improvement will be brought to the next meeting of the LGB.