

## **Annual Report on the Use and Impact of Year 7 Literacy and Numeracy Catch-up Premium – 2014-15 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 2014-15 and plans for use of this funding in 2015-16.

### **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 at least 2015-16.

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 2014-15**

<b>Total number of Year 7 students</b>	<b>Number of students eligible for catch up premium</b>	<b>Total amount of funding</b>
170 students	40 students	£20,500

### **Catch up funding impact 2014-15**

#### **Reading and Writing**

A total of £12,499.56 was spent on English and Literacy resources. This included £4,237.62 on Accelerated reader, £4,500 on Franklin Scholars and

£460 on training 2 members of staff on the Ruth Miskin, Read Write Inc course, so that they could deliver the programme to our Year 7 students.

From the students' results we can see that the interventions and resources bought have been successful. Especially for the 25 students, who exceeded their targets. 28 students were on the Special Educational Needs register, 21 of these students made good personal progress.

## Reading

**Average reading age improved by 16 months progress in this group of students.**

Number of students: 40

Made progress from Sept assessment:

Yes: 37

No: 3

Students who achieved target of +12 months progress:

Exceeded: 25

Met: 3

Below: 12

Students below target:

<b>Student</b>	<b>Reason</b>
Student 1	Severe learning and social and emotional difficulties. Applying for EHCP. Suspected autism.
Student 2	EAL – language barrier.
Student 3	Attendance
Student 4	Attendance
Student 5	Attendance
Student 6	Learning difficulties. Unstable home life. Lacks confidence.
Student 7	Attendance
Student 8	Learning difficulties. Often struggles with understanding and comprehension.
Student 9	Behaviour
Student 10	Behaviour – lack of concentration
Student 11	Low self esteem.
Student 12	Learning difficulties and struggles to concentrate for long.

## Writing:

Number of students: 36

Made progress from Sept baseline assessment:

Yes: 35

No: 1

Made progress from SATs level:

Yes: 34

No: 2

Students who achieved target of +2 sublevels from SATs score:

Exceeded: 12

Met: 17

Below: 6

Students below target:

Student	Reason
Student 1	Attendance and unstable home life.
Student 2	Some progress although not 2 sublevels. Severe learning difficulties. Student has a statement.
Student 3	Behaviour and concentration
Student 4	Made slow progress – Learning difficulties and struggles to concentrate for short periods of time.
Student 5	Learning difficulties. Unstable home life. Lacks confidence.
Student 6	Medical issues that affect his confidence. Struggles to concentrate.

13 students achieved Level 4.

## Mathematics / Numeracy

To support the students who did not reach level 4 in mathematics £454.44 was spent on visual resources, such as numerical flip stands, hundreds boards and place value puzzles. This has helped students understand mathematics processes, which has aided their written and mental maths.

Number of students: 40

Made progress:

Yes: 32

No: 8

Students who achieved target of +2 sublevels from SATs score:

Exceeded: 12  
Met: 17  
Below: 11

Students below target:

<b>Student</b>	<b>Reason</b>
Student 1	SEN / INA
Student 2	INA
Student 3	Severe SEN needs – EHCP applied for
Student 4	SEN – EHCP applied for
Student 5	Behaviour and concentration
Student 6	SEN needs
Student 7	SEN and Attendance issues
Student 8	SEN needs
Student 9	Attendance and unstable home life
Student 10	SEN need and attendance
Student 11	Statemented

11 students achieved Level 4.

### **Summary**

This additional funding and provision has met students' needs and worked very well, in terms of student progress in reading and writing. Only 3 students did not make progress in their reading and 1 student didn't make progress in their writing. These students had very specific needs or very poor attendance, which prevented them from being able to access the provisions, as we would have liked. Next year we will work closely with the Social Capital team and parents to help students in similar circumstances. All other students made good or excellent progress, many of them exceeding their targets.

All the resources had an impact on student progress, however Read Write Inc and Franklin Scholars was only implemented in a limited way. This was due to staffing commitments. In 2015-16 academic year we intend to use these interventions to better effect.

The additional funding for provision in Mathematics was not used to its full potential. We bought a number of visual resources, which were useful and did provide support for our students. 32 made progress, this was a good result for these students, however 8 students did not progress. This is not where we want to be. The visual resources worked well but had only been bought in limited quantities. In 2015-2016 academic year we will purchase more visual resources and the Rapid Maths intervention programme. Unfortunately this year we could not staff a Mathematics intervention programme. We believe the students who have an SEN need will progress much better with a focussed intervention next year.

It has been noted that many of the students with below average SATs scores have social and emotional needs also, which affects their progress. Due to this will purchase nurture resources in 2015-16.

All current provision will be used and repeated in 2015-16 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 only look at the impact on reading and writing, as almost all students made good progress. However I believe the provision bought and used in Mathematics was insufficient. 32 students made progress with 12 students exceeding their targets. This shows that the provisions that were provided were beneficial. Unfortunately 8 students did not make progress. In 2015-2016 academic year an intervention programme and further use of visual resources should see better progress for these students. This coupled with there being money left in the Catch-up Fund at the end of the year would bring our overall judgement down to 'Requires Improvement'.

## **Proposed use of the funding in 2015-16 academic year**

In 2015-16 academic year we will employ two literacy teaching assistants to work across Year 7 and implement intensive intervention. Catch up funding will be spent training them in Read, Write, Inc, Talking partners, SPLD and Elklan. Funding will be allocated to buying more reading books, including books for students with very low reading ages and materials such as comprehension resources, to aid reading progress further. We will also purchase the Rapid Plus reading scheme and £2700 will be spent on renewing the Accelerated reading scheme.

To enhance the success of these visual aids we are purchasing further resources, with a particular focus on visual and kinaesthetic aids, including Numicon resources. To further develop Mathematics intervention we will be purchasing the Rapid Maths Intervention programme and the Maths Framework Intervention. We will employ a numeracy specialist TA to provide and run the numeracy intervention programmes.

As a result of the students' social and emotional needs we are going to purchase the Nurture Group Networking resources at £560. Nurture training for the Lego Therapy intervention and Drama for Social Skills intervention will be provided for one of the teaching assistants. They will then provide this for vulnerable Year 7 students who are low achievers. To identify these students we will purchase the Pupil Attitudes to Self and School GL Assessment.

To aid the identification of students' cognitive deficiencies more accurately, so that we are able to cater for their specific needs and ultimately improve their progress, we are going to spend £6000 on GL Assessments (CATs).