

Catch-up funding

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 students who did not achieve the expected standard in reading or Maths at the end of key stage 2 (KS2). The intention is that this funding accelerates the progress of these pupils, to allow their attainment in reading / Maths to improve.

2017-18

In 2017-18 KESA received a total of £20,321 for eligible students. Spending of this funding has been allocated based on strategies which are recommended by published good practice case studies. The funding is being spent to facilitate intervention in the following ways this academic year.

- Increased small group support for pupils in reading and Maths.
- Reading Catch Up programmes.
- Greater use of assessment in teaching and monitoring of pupil progress.
- CPD for teaching assistants.
- Improving the home-school relationship and communication with regards these students.
- Transition activities (e.g. communication with feeder primary schools, KESA teachers working with feeder primary teachers, induction activities).

Spending 2017-18

Transition, including summer school (£1,500): transition activities, particularly aimed at the lower ability pupils, including visits to the primary schools by the Assistant Principal and the SENCo, allowing feeder school pupils to come to KESA for Maths teaching. Providing a transition summer school

Intended impact: ensure a smooth transition for the pupils, to help to accelerate their progress in both reading and Maths.

- **Extra curriculum time and extra staffing (£18281)** In year 7 and year 8 extra sets have been created to allow the lower ability sets to be smaller in size which brings with it a cost for staff to student ratios. In addition, numeracy and literacy seminar groups have been created with subject specialist qualified tutors to provide additional intervention. A qualified maths tutor provides additional support for year 7 students. There is a more widespread cost for this across the school budget, but it is aimed at catch-up for lower ability pupils.
Intended impact: extra curriculum time will allow pupils to accelerate their progress relative to their peers, and catch-up. This will have a positive impact in terms of the literacy and Maths for the pupils, but also allow them to better access the curriculum across their subjects.

- **Accelerated Reader (£540):** This initiative is led by the Literacy coordinator and is available to all. Although the cost is allocated proportionately across all prior attainment bands the intention is to improve the reading scores of the weakest students.

Intended impact: allow pupils to catch-up with their reading, to allow them to better access the curriculum across their subjects.

Impact of 2016-17 funding

Reading

58 students on entry were below age related expectations (ARE) for reading (15 of which achieved significantly below on entry).

- 60% of students attained ARE by the end of year 7.
- 89% of students made at least expected progress in English in year 7.
- 60% made better than expected progress in English in year 7, and therefore relatively caught up with their peers.
- 26% of these students achieved a significantly higher score on their No More Marking progress test on their baseline test compared 31%% of 27717 students across all schools taking this test

Maths

61 students on entry were below ARE for maths (11 of which achieved significantly below on entry).

- 39% of these students attained ARE by the end of year 7.
- 95% of students made at least expected progress in Maths in year 7.
- 52% made better than expected progress in Maths in year 7, and therefore relatively caught up with their peers.
- 44% of these students achieved a significantly higher score on their No More Marking progress test on their baseline test compared 40% of 27626 students across all schools taking this test