

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 KES 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 with dedicated TA
- Greater use of assessment in teaching and monitoring of pupil progress
- CPD for teaching assistants
- Transition activities (e.g. communication with feeder primary schools, KES teachers working with feeder primary teachers, induction activities)

Spending 2017-18

Extra curriculum time and extra staffing

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:

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.

Impact of 2017-18 funding**Reading**

63 students on entry were below age related expectations (ARE) for reading (18 of which achieved significantly below on entry).

- 71% of students attained ARE by the end of year 7.
- 76% of students made at least expected progress in English in year 7.

Maths

54 students on entry were below ARE for maths (12 of which achieved significantly below on entry).

- 39% of these students attained ARE by the end of year 7.
- 52% of students made at least expected progress in Maths in year 7.

What worked well

- Accelerated reader engaged many students who came into Year 7 below the expected level of reading
- A teaching assistant focused on the Year 7 students who required intervention to catch up, using Homework Club and Literacy Club to do this
- Additional seminar groups worked well for literacy

What we need to change

- Additional seminar groups did not have the same impact in numeracy
- Target work more effectively on numeracy through Power Learning
- Better use of targeted TA work with Year 7 students whose literacy is below age related expectations