Catch-Up Funding

National Context: The DFE provides additional funding to schools for each year 7 student who has not achieved a Level 4 in reading and/or maths at Key Stage 2.

All state-funded schools receive an additional £500 (maximum) for each Y7 students who has not achieved at least Level in reading and/or maths at Key Stage 2.

The following data is used to determine how much funding each school will receive:

* The autumn school census
* Provisional results from the national curriculum assessments at Key Stage 2

This funding is not ring-fenced, however there is an expectation that students are given the support required to ensure they are more likely to succeed ‘at secondary school’. The money is paid in one payment, usually in February. It may be carried forward onto the next financial year.

How we used Literacy/Numeracy catch-up grant in 2016-2017

GRANT: £19 000

On entry, 107 (43%) students below expected progress in English (Reading).

On entry, 90 (36%) students below expected progress in maths.

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| **Provision** | **Impact** |
| Small English and maths classes. More individual/teacher contact time for support during lesson. | At the end of the year, 28 (11%) students were below expected progress in English (Reading). However, 23 out of these 28 students narrowed the gap between their chronological age and their reading age.  72% of all ‘catch-up’ students narrowed the gap between their chronological age and their reading age.  At the end of the year, 15 (6%) the students were below expected progress in maths. |
| Allocation of experience teachers to lower ability classes. |
| Use of PD time for individual and paired reading. |
| Provide individual support with writing skills such as spelling, sentence structure, grammar and punctuation through small group and 1 to 1 withdrawals with TA’s. |
| Literacy Enrichment lessons to develop writing skills and provide additional reading support. |
| Intensive literacy teaching in year 7 and 8 (plus years 9, 10 and 11 where necessary) from the Assistant Headteacher (English and Literacy) and Head of English. |

How we intend to use Literacy/Numeracy catch-up grant in 2017-2018

GRANT: £22 500

On entry, 96 (40%) students below expected progress in English (Reading).

On entry, 79 (33%) students below expected progress in maths.

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| **Provision** | **Impact** |
| Literacy is a key priority for the college within our Towards Outstanding Plan. | At the end of the year, 29 out of 96 (30.2%) students were below expected progress in English (Reading). However, 25 out of these 29 students narrowed the gap between the chronological age and their reading and spelling age.  57 out of 96 (59.4%) of students narrowed the gap between their reading age and their chronological age.  73 out of 96 (76.0%) narrowed the gap between their spelling age and their chronological age.  At the end of the year, 25 out of 79 (32%) the students were below expected progress in maths. However, 13 out of these 25 students narrowed the gap between the chronological age and numeracy age.  55 out of 79 (70%) of students narrowed the gap between their numeracy age and their chronological age. |
| A rigorous Mathematical Literacy plan in place. |
| Intensive CPD for all staff regarding literacy and numeracy. |
| Review of the assessment process to ensure baseline tests are revisited. Baseline tests used to set age-related curricular targets. |
| Provide personalised intervention programmes in English and maths, using KS2 workbooks and Method Maths Catch-Up. |
| Create a ‘nurture’ PD group in year 7 and use PD time to deliver catch-up numeracy and literacy. |
| English and maths enrichment opportunities delivered to whole college during PD time. |
| Differentiated year 7 spelling booklets used during PD time. |
| Provide individual support with writing skills such as spelling, sentence structure, grammar and punctuation through small group and 1 to 1 withdrawals with TA’s. |
| Use of PD time for individual and paired reading. Year 9 Most able students to mentor ‘reluctant’ readers in year 7 during PD time. |
| Delivery of English and maths ‘catch-up’ classes after college. Year 10 Most able students to mentor targeted individuals. |

**How we intend to use Literacy/Numeracy catch-up grant in 2018-2019**

GRANT: £24 770

On entry, 82 students (33%) below expected progress in English (Reading)

On entry, 83 students (34%) below expected progress in maths.

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| Provision | Intended Impact |
| Literacy is a priority for the college within our Towards Outstanding Plan. | To improve the reading ages of all students and ensure that the gap between reading age and chronological age is narrowed.  To improve the spelling ages of all students and ensure that the gap between spelling age and chronological age is narrowed.  To improve the numeracy ages of all students and ensure that the gap between number age and chronological age is narrowed.  To support students in improving their English and Maths skills so that all students are making at least expected progress by the end of year 7. |
| A rigorous Mathematical Literacy Plan is in place. |
| English and maths enrichment opportunities are delivered to whole college during PD time. |
| Differentiated Y7 spelling booklets are used during PD time. |
| Individual support with numeracy, reading and writing skills is provided through small group and 1 to 1 withdrawal with TAs. |
| Continuation of a ‘nurture’ PD group in year 7 and the use of PD time to deliver catch-up sessions for numeracy and literacy. |
| Use of PD time for individual and paired reading. Y9 Most Able students will mentor ‘reluctant’ readers in Y7 during PD time. |
| Delivery of English and maths ‘catch-up’ classes after college, using KS2 workbooks and Method Maths Catch-Up. Y10 Most Able students will mentor targeted individuals. |