

Year Catch-up Funding Report 2019/20

1. What is Literacy and Numeracy Catch-Up Funding?

Any school, which receives the Year 7 Literacy and Numeracy Catch-up Funding for the 2019 to 2020 academic year, must publish:

- details of how you spent your allocation for that year
- how your use of that allocation made a difference to the attainment of the pupils who benefit from the funding.

As final payments of the Year 7 Catch-up Premium were made in relation to the 2019 to 2020 academic year, the 2020 to 2021 academic year will be the last year on which schools must report how this funding was used.

The Year 7 Literacy and Numeracy Catch-Up Premium is additional funding that the government gives to schools. This funding is to be targeted at students who did not achieve at least a scale score of 100 in reading and/or maths at the end of Key Stage 2.

The government believes that the Year 7 Literacy and Numeracy Catch-Up Premium is an effective way to enable schools to address the additional needs of this very specific group of students.

Use of the Year 7 Literacy and Numeracy Catch-Up Premium is the responsibility of the School. This funding was used to support the students in Year 7 in order to assist in bringing them quickly up to speed so that they are able to fully access the curriculum and reach their full potential at school.

2. How is Catch-Up Premium Calculated?

Each year the government allocates funding to schools, which is adjusted each year, to reflect the percentage change in the size of their Year 7 cohort, based on school census data.

In the academic year 2019/20, **48** students were identified in this category and we received additional funding of **£8,688** in total (£81 per pupil). The figures are calculated using Key Stage 2 provisional data and the autumn school census data. **13** of these students are also Pupil Premium.

This report gives details of the actual expenditure of the 2019/20 funding. We would also, in previous years, outline the provisional spending plan for the 2020/21 budget. However, the government has announced that this funding will now cease and 2019-20 is the final year in which this report needs to be published by schools. Any costs reported which exceed the Y7 Catch-Up Premium will come from the Pupil Premium budget.

3. How the Year 7 Literacy and Numeracy Catch-Up Premium is used.

The School aims to support every student who begins Year 7 with additional needs in either literacy or numeracy, so that they are able to access the same curriculum as their peers and achieve the benchmarks set for them against national data.

To support this aim, we have TLR holders who oversee Literacy and Numeracy Intervention, as well as members of SLT who support with the strategy, curriculum development and quality assurance.

Literacy Lesson Intervention:

In 2019/20, we timetabled 6 Literacy support classes per week in Y7. **33** students qualified for this additional support, of which **11** were Pupil Premium; **33** scored below **100** SS for reading.

Literacy Lessons are planned thematically to have clear cross curricular links so that it is made explicit to students that the core skills they are developing are to be used across the curriculum. Our curriculum intent for Literacy Intervention is to remove barriers to reading, vocabulary and oracy by developing the confidence and independence of our students. We do this through the use of reciprocal reading and explicit vocabulary instruction – in line with our whole school approach.

Students are exposed to a wide range of non-fiction texts which of a cross-curricular nature so that students are able to build background knowledge of the wider world. Throughout the year, we regularly checked students' progress to see if this support needed changing. This allows our reading interventions to be fluid, meaning that students are able to 'graduate' if believe they have acquired the expected level of skills they need to access the full wider curriculum. We make this decision based on a combination of the progress students have made in English, Reading / Spelling Age and the professional judgement of teachers.

Read Write Inc.

Students in Year 7 who started RCS with a standardised score in reading of below 85 are identified and provided with small group support through the Read Write Inc programme. This incorporates phonics, reading, spelling, writing, punctuation and comprehension. Since its introduction several years ago, this programme has extremely positive results and aids learning across the entire curriculum. During the 2019/20 academic year, we had one cohort of Y7 Read Write Inc. Students accessed 60 minutes distributed across a week consisting of **26** students, **24** of whom qualified for the Y7 Catch-Up Funding.

Paired Reading

Students in Year 7 who started RCS with a standardised score in reading of below 85 are identified and provided with small group support through Paired Reading. Paired Reading is a research-based fluency strategy used with readers who lack fluency. In this strategy, students read aloud to each other. When using partners, more fluent readers can be paired with less fluent readers, or children who read at the same level can be paired to reread a story they have already read. During the 2019/20 academic year, we had **17** students who qualified for this intervention, all of whom met the threshold for catch up funding.

Actual Costs for Academic Support in 2019/20	£
Literacy Lesson Intervention	5,969
Read Write Inc.	638.00
Paired Reading	638.00
Total	7,245

Numeracy Lesson Intervention:

During the academic year 2019/20, we scheduled a Numeracy support classes 3 lessons per week. These classes were used to provide additional targeted curriculum time to work on Numeracy based work focused on the four operations: addition, subtraction, multiplication and division. In Year 7, **41** students qualified for Numeracy Intervention and, of these, **10** were eligible for Pupil Premium. All of the students scored below 100 SS for Maths.

Numeracy lessons are focused primarily on consolidating the four operations: addition, subtraction, multiplication and division, applied within different mathematical contexts. As with Literacy, these skills overlap a number of subject specs and, again, are fundamental to GCSE success, as well as being key life skills.

Actual Costs for Academic Support in 2019/20	£
Numeracy Lesson Intervention	2,547.90
Total	2,547.90

4. Total Spending

Year 7 Catch-up Funding 2019/2020	
Total Funding Received	£8,688
Total Allocated	£9,792

*The £1,104 which is in excess of the Y7 Catch-Up Premium budget total will come from the Pupil Premium budget and be noted in the Pupil Premium expenditure report.

5. Impact of Catch-Up Spend 2019/20

Y7 Progress Data Collection Summer 2

Our Data Collection for Y7 after the government lockdown 1 took place in July 2020 and teachers entered their effort and attainment data. 30% of students (10/33) receiving Literacy

Intervention were working at a standard in which they would be on track to achieve at least a Grade 4 in English at GCSE in Y11.

Meanwhile, in Numeracy, 56% of students (23/41) were working at this standard in Maths. The table below provides further analysis of the impact of Literacy and Numeracy Intervention as well as Read Write Inc.

This cohort were not in school due to Lockdown 1 from March 2020 to September 2020 and this appears to have reduced the impact on Literacy of the various interventions significantly, however the Numeracy impact is equivalent to previous years and has been more successful. **This cohort continues to receive Literacy and Numeracy interventions where necessary now they are in Year 8 through the covid catch up funding.**

Cohort	% and number of students on track to at least achieve end of year target in English and Maths	% and number of students on track to exceed end of year target in English and Maths
Literacy (all)	30% 10/33	12% 4/33
Literacy (PP)	18% 2/11	0% 0/11
Numeracy (all)	56% 23/41	15% 6/41
Numeracy (PP)	40% 4/10	10% 1/10