

Literacy and Numeracy Catch Up Funding 2017/2018

The literacy and numeracy catch-up premium gives schools additional funding



SAMUEL WARD



Literacy and Numeracy 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 Catch Up funding allocation for year 7 is a valuable resource that Samuel Ward utilises to support those students.

Funds received by Samuel Ward Academy

In 2015-2016, Samuel Ward Academy received a total of £25,500 to support students who did not achieve levels 4, 5, or 6 in reading or mathematics. (Funding being PER STUDENT rather than for each of the subjects, should they have performed below level 4 in both reading and mathematics.)

In 2016/17, £25,112 was received.

2017/18 Samuel Ward Academy will receive £22,591 Year & Catch Up funding on 01.03.18.

Intervention strategies

In 2015-2016, funding was used to deploy support (staff and resources) in the support stream of the Key Stage Three curriculum, which divides all students into three streams: Challenge, Core and Support. Students in the support stream were given small withdrawal group support with specialist HLTAs.

In 2016/17, funding was used in a similar way. Specifically, two 'Support' classes have received small group lessons in English, Maths and Modern Foreign Languages (MFL). The members of these groups changed over time as some students moved back from the extracted to the core groups and some students moved into the extracted group. Hence the funding is being used in an effective way to maximise the outcomes for a wider range of students.

Currently these are the following groups.

Group	Number of students	FFT Target Grades (KS4)	Current progress (working towards)	PP/ SEND (%)
Year 7 Maths	9 (5 girls, 4 boys)	7 grade 3 2 grade 2	Baseline data suggests the students are working towards grades 1 and 2.	44% SEND 44% PP
Year 7 English	14 (8 boys, 6 girls)	4 grade 4 10 grade 3	Baseline data suggests the students are working towards grades 1 and 2.	71% SEND 36% PP
Year 8 Maths	5 (3 boys, 2 girls)	6 grade 3 4 grade 2	4 students within 1 grade of target 2 students on target 1 student working towards on grade above target.	80% SEND 60% PP
Year 8 English	12 (5 girls, 7 boys)	8 grade 3 2 grade 2 2 grade 4	9 students within a grade of target. 6 students on target.	100% SEND 42% PP

Further detail is available in terms of SEND, PP and reading age.

In 2017-18, funds will continue to support students through the use of LSAs and teaching support. Additionally, however, 30 Lexia site licences have been purchased to support students with their reading and spelling. This is a piece of software that enables catch up to take place and is bespoke for every user. Lexia identifies skills gaps as they emerge, enabling explicit and specific intervention. This will feed into their improvement plans.

In more detail:

- 12 year 7 students have an intensive 1:1 or 2:1 literacy intervention once per week, delivered by an SEN Teacher or suitably qualified practitioner;
- 13 students are extracted from the main English lessons and taught in an 'extraction' group for 4 x weekly lessons;
- 8 students have an additional English spellings lessons once per week taught in a small 'extraction' group in place of a French lesson;
- 11 year 7 students have one of the Lexia licences in order to access the supportive ICT programme for reading.) Additionally, Lexia clubs run Monday, Wednesday and Friday during meeting time. Lexia is also accessed during 1:1 interventions;
- Year 7 support for numeracy means that 10 students from the support groups are extracted from the main Maths lessons and taught in a small 'extraction' group for 4 x weekly lessons with a suitably qualified practitioner;
- Year 7 support for MFL has 8 students from the support groups in year 7 taught in an 'extraction' group by a suitably qualified practitioner. Two of the three periods are French and the third period is an English spellings session (as mentioned earlier).

Impact on Student Progress

As a result of funding in both 2015-16 and 2016-17, six students made better than expected progress (BEP).

Progress data:

Summary analysis of the catch-up funding.

1. Better than expected progress has been made by 25% of the targeted cohort.
2. Funding has enabled students not only to return to their support groups but to progress into the core groups of Key Stage Three.
3. Funding enables the provision of intervention by appropriately qualified members of staff.
4. Moving forward, we need to monitor the effectiveness of the LEXIA licences. We also need to track the students into Key Stage 4 in order to evaluate the impact of early intervention.