

St Boniface Year 7 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, **24** students were identified in this category and we received additional funding of **£6,451** in total. The figures are calculated using Key Stage 2 provisional data and the autumn school census data. **0** 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 or both, 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 3 Literacy support classes per week in Y7 with a specialist HLTA for English/literacy. **19** students qualified for this additional support, of which **0** were Pupil Premium; **19** 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. The sessions were delivered by an HLTA who specialises in Literacy and English support.

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 we 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.

In addition to this general literacy support there were also 6 of the students who received a further 1 hour per week intervention from another HLTA who specialises in confidence building and self esteem but for their literacy and comprehension skills.

Furthermore there were 3 of the students who had an extra 1 hour per week with the specialist literacy HLTA in addition to their English lesson support. They did intensive work on spellings, reading and comprehension work, similar to a Read Write Inc programme using similar resources, but designed in-house.

Actual Costs for Academic Support in 2019/20	£
Literacy Lesson Intervention (3 hours per week HLTA)	2,135
Intensive extra literacy extraction (2 hours per week HLTA)	1,423
Resources costs (photocopying /books/guidance materials)	500
Total	4,058

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, **18** students qualified for Numeracy Intervention and, of these, **0** 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. The sessions were delivered by an HLTA who specialises in Maths and numeracy support.

Actual Costs for Academic Support in 2019/20	£
Numeracy Lesson Intervention (3 hours per week HLTA)	2,135
Resources costs	300
Total	2,435

4. Total Spending

Year 7 Catch-up Funding 2019/2020	
Total Funding Received	£6,451
Total Allocated	£6,493

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. A very positive 74% of students (14/19) 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, a positive 61% of students (11/18) were working at this standard in Maths. The table below provides further analysis of the impact of Literacy and Numeracy Intervention..

This cohort were not in school due to Lockdown 1 from March 2020 to September 2020 but despite this there has been a very positive impact on the progress of these students with high percentages of them now at least back on track and a very high percentage (44%) in Maths likely to exceed average expectations too. This cohort continues to receive Literacy and Numeracy interventions where necessary now they are in Year 8.

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)	74% 14/19	5% 1/19
Literacy (PP)	0 students were PP	0 students were PP
Numeracy (all)	61% 11/18	44% 8/18
Numeracy (PP)	0 students were PP	0 students were PP