

# Catch-Up Funding Impact Statement 2015-2016



Year	Number of Students	Total Amount
1 <sup>st</sup> September 2015-31 <sup>st</sup> August 2016	30	£15,000

## 1. Introduction

### **Principles**

Governors, the Senior Leadership Team and staff at The Spires College accept responsibility for students who did not achieve at least level 4 in reading or mathematics at the end of Key Stage 2 and are committed to meeting their academic needs within a caring environment. As with every child in our care, a child who did not achieve at least level 4 in reading or mathematics at the end of Key Stage 2 is equally valued, respected and entitled to develop his or her potential, irrespective of need.

### **Context**

The literacy and numeracy catch-up premium gives schools additional funding to support Year 7 students who did not achieve at least level 4 in reading or mathematics at the end of Key Stage 2 (KS2). Schools receive £500 for each pupil in Year 7 who did not achieve at least level 4 in reading or mathematics at the end of KS2.

All schools have to report on how this money was spent, as well as the impact of the premium to those students who are eligible.

At The Spires College this funding equates to 19% of our population in Year 7. The funding has contributed to a wide range of resources designed to maximise student potential in all ways possible. For example, specialist staffing within English and Mathematics, an enhanced KS2 to 3 transition programme, an invitation to summer school (financed by alternative funding) and specialist literacy and numeracy packages to support learning.

## Research

'Literacy and Numeracy catch-up strategies' November 2012, Department for Education outline clear interventions for low attainers and disadvantaged students:

Generic strategies which are beneficial for low attainers are early intervention; monitoring of pupils' progress; tailoring teaching to the appropriate needs of individual pupils; coaching teachers and teaching assistants in specific teaching strategies such as cooperative learning; cognitive approaches, based on mental processes; one-to-one tuition; peer-to-peer support; aspects of the home-school relationship; and study support.

Transfer and transition support for pupils from deprived backgrounds who may lack the emotional resilience at times of transition has been shown to be effective. Six key principles of effective practice are: maintaining collaboration before and after transfer; facilitating effective communication; prioritising and investing in school visits and induction programmes; developing practices for particular types of pupils; ensuring schools have clear roles and responsibilities that are supported by senior management; and disseminating good practice.

### Additional growth for students falling behind at secondary transition

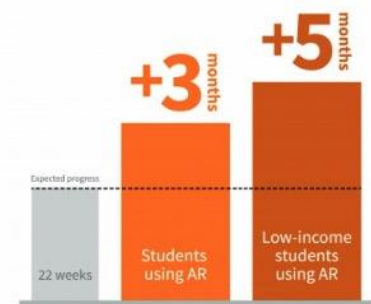
The funding is intended to help students to catch up to expected levels of attainment quickly, with a large boost of intensive support at the start of their Secondary education. It has been committed until at least 2015.

atch-Up Premium funding is not specifically ring-fenced, meaning that schools can budget according to the needs of their students. The funding can be used for initiatives that benefit all students, therefore, but it is expected that the attainment of year 7 students leaving primary school behind their peers will improve as a result of the Premium.

An independent [study conducted by the Education Endowment Foundation](#) and Durham University in 2015 found that students in Year 7 using Accelerated Reader achieved an additional three months growth in reading age compared to their peers, over a 22-week period. Low-income students were found to achieve an additional five months growth with AR – outperforming their peers and closing the gap between them.

*"The study shows that poorer children can catch up with their peers as long as the right choices are made by schools."*

Professor Stephen Gorard, Durham University School of Education



#### Key facts

Additional funds of £500 per eligible student

Allocated to students in Year 7

Allocated to those failing to reach level 4 in reading or maths

## 2. Funding Allocation

This table provides the break-down of the Catch-Up funding and provides details of the interventions and actions taken to 'close the gap'. The impact rating will be used to identify effective strategies for consideration in 2016-2017.

Area	Personnel/Resources	Cost	Evaluation	Impact Rating
Specialist teaching for students who did not achieve at least level 4 in reading or mathematics at the end of Key Stage 2	0.1 FTE Specialist KS2/3 Teacher 0.2 FTE Specialist LSAs	£9254	Additional Literacy and Numeracy intervention is provided in Year 7 to ensure 'catch-up' in preparation for GCSE courses as these are key skills for all aspects of a mainstream curriculum. 100% of places were taken by students who did not achieve at least level 4 in reading or mathematics at the end of Key Stage 2, of which 78% of students in receipt of Year 7 catch-up funding made at least expected progress in English and 92% made at least expected progress in Mathematics, thus 'closing the gap'	4/5
Enhanced Key Stage 2 to 3 transition programme	Consumables	£150	The significant majority of students engaged well in our Enhanced Transition programme and settled well into life at The Spires College. This is reflected in the average attendance, which was 92.2%. All 42 primary schools were visited and home visits were conducted	4/5
Summer School	All costs attributed to Summer School grant of £13500	Nil	Summer School enabled students and staff to build purposeful relationships. Student feedback cited 'knowing their way around the building', 'getting to know teachers' and 'making new friends' as the highlights of the week	5/5
Specialist literacy and numeracy teaching packages to 'close the gap'	Oxford University Press Read Write Inc materials and CPD	£1056	The delivery of specialist phonics and numeracy packages have helped students in the consolidation of basic skills. The PASS survey illustrates their positive outlook on all aspects of school life. 78% of students in receipt of Year 7 catch-up funding made at least expected progress in English and 92% made at least expected progress in Mathematics	5/5

Accelerated Reader Programme	10% of total cost of College license of AR programme	£393	All students' reading age has improved, but not to the extent of achieving an additional 5 months growth, as research suggests	4/5
Designated LSA support to support learning across the curriculum	0.5 FTE Learning Support Assistant to support the Nurture Group in curriculum time other than literacy or numeracy.	£5356	All students in the Nurture Group were supported by a consistent LSA to ensure purposeful relationships were established and teaching staff were advised effectively about the dynamics of the group and effective delivery of literacy and numeracy in supporting further learning. From progress data at the end of Year 7, students in receipt of Year 7 catch-up funding are making progress in line with students entering the College with low prior attainment	3/5
		£16, 209		

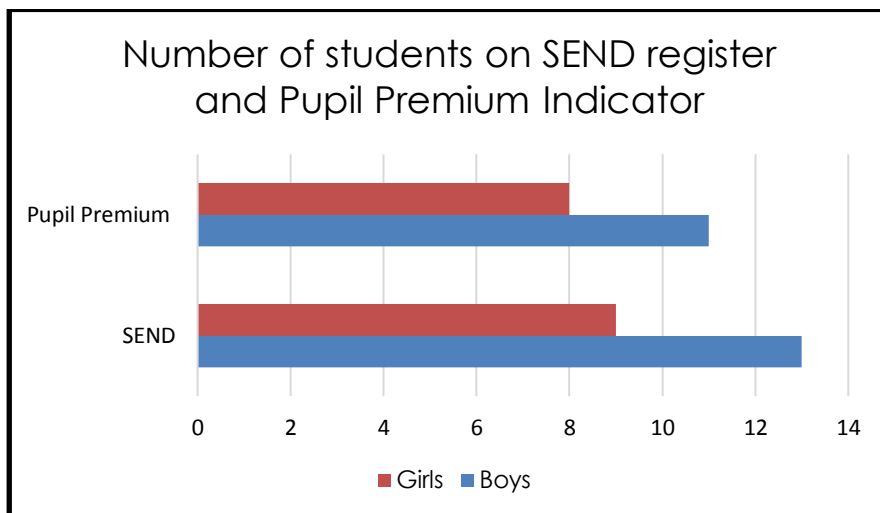
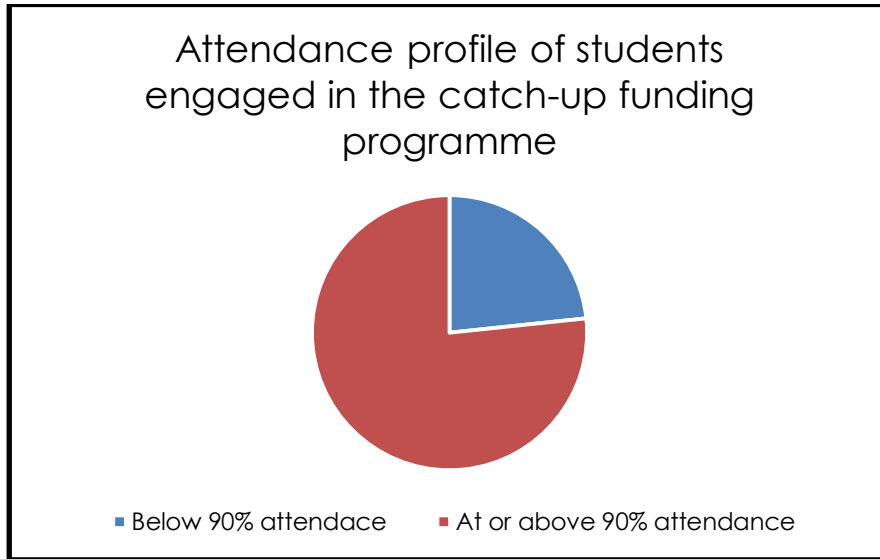
### 3. Analysis of outcomes for 2015-2016

#### **Profile of students in Year 7 in 2015-2016.**

Year	Students	Males	Females	Disadvantaged	SEN E	SEN K	SEN None
7	146	76	70	68	12	38	96

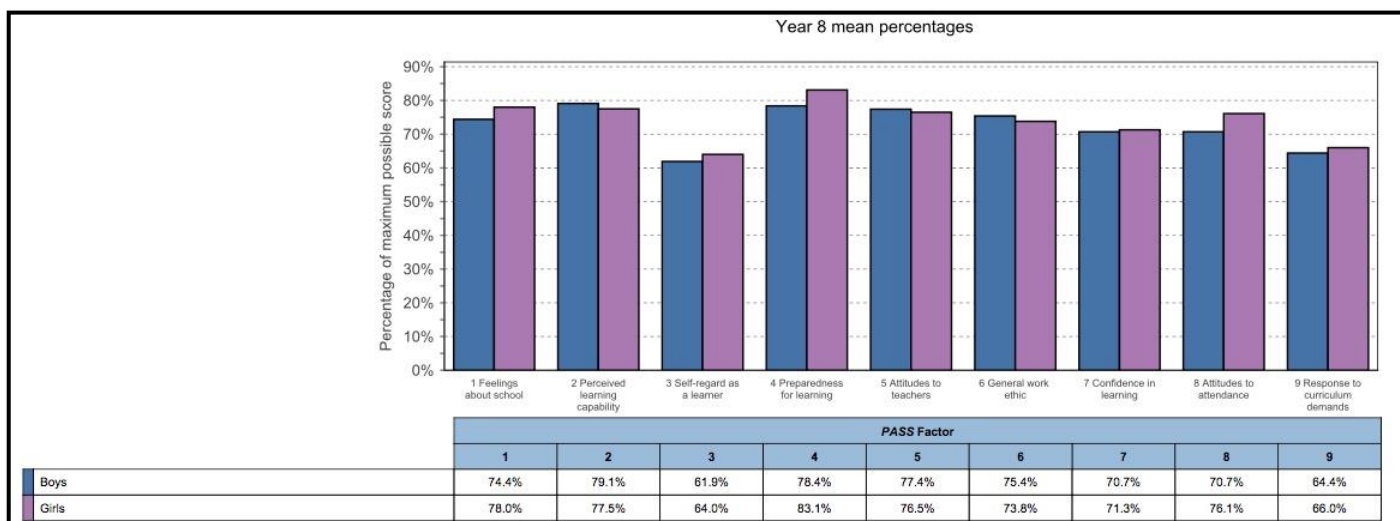
		N	Below Level 3	Level 3	Level 4	Level 5+
Females	English	3	1	7	30	29
	Mathematics	2	4	10	38	16
Males	English	4	3	6	37	26
	Mathematics	5	3	6	33	29
Total	English	7	4	13	67	55
	Mathematics	7	7	16	71	45

**Profile of catch-up funded students in Year 7 in 2015-2016.**



## Pupils' Attitudes to Self and School (PASS)

<b>High satisfaction with their school experience</b>	<b>Students/Cohorts in the 31st – 100th percentile</b>
<b>Moderate satisfaction with their school experience</b>	<b>Students/Cohorts in the 21st – 30th percentile</b>
<b>Low moderate satisfaction with their school experience</b>	<b>Students/Cohorts in the 6th – 20th percentile</b>
<b>Low satisfaction with their school experience</b>	<b>Students/Cohorts in the lowest 5% of responses</b>



Above are the summary tables from the PASS survey undertaken in the Autumn Term for all students previously in Year 7 (now in Year 8 as survey undertaken in September 2016). Students answer questions under 9 discrete headings. On closer inspection of the data, 25 of the 30 students receiving Catch-Up funding took part in the survey and gained the following results:

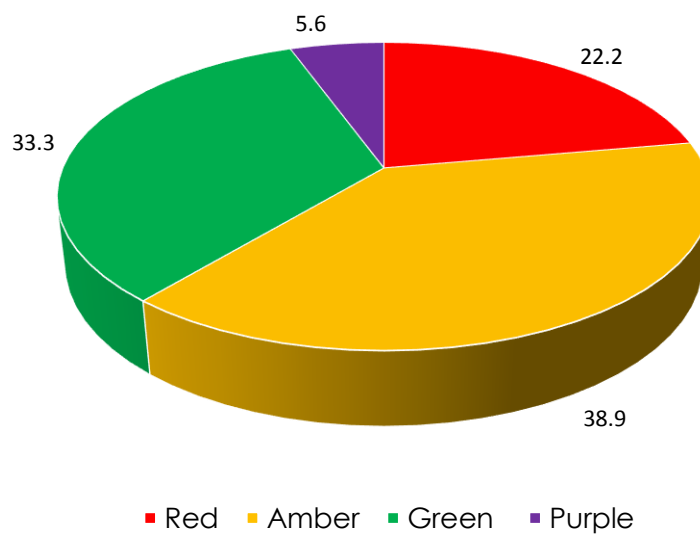
High satisfaction with their school experience	<b>168 responses</b>	<b>75%</b>
Moderate satisfaction with their school experience	<b>38 responses</b>	<b>17%</b>
Low moderate satisfaction with their school experience	<b>13 responses</b>	<b>6%</b>
Low satisfaction with their school experience	<b>6 responses</b>	<b>3%</b>

## Student Outcomes

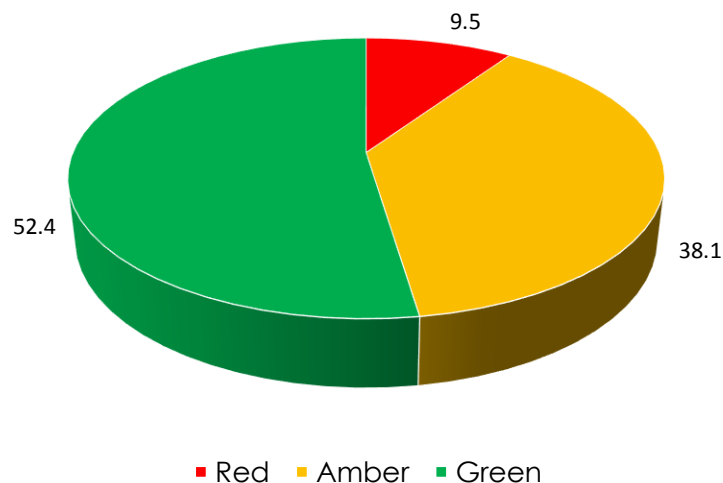
The outcomes shown in the tables below indicate student progress towards our College Key Stage 4 targets, which are DfE estimates +2/3 grade. These are challenging targets but we strongly believe in having high aspirations for all our students, irrespective of their starting point. The colours are defined as:

- Purple – Exceeding expected progress in line with College targets
- Green – Making expected progress in line with College targets
- Amber – Moving towards expected progress in line with College targets
- Red – Making below expected progress in line with College targets

Percentage of students attaining each progress indicator in English



Percentage of students attaining each progress indicator in Mathematics



**Individual student data**

Surname Forename	NC Year	Gender	Reg Group	SEN Status	SEN Need	Pupil Premium Indicator	% Attendance 2015-16	KS2 Read Sub level	KS2 Read Fine	KS2 Maths Fine	KS2 Ma Sub level	English End of Year 7	Mathematics End of Year 7
	8	F	8STR			Y	83.9	5c	5	3.7	3a		
	8	F	8MCK	K	MLD	Y	98.7	3b	3.43	3.19	3c		
	8	M	LIC-8THN	S	SEMH	Y	88.9	B			B		
	8	M	LIC-8THN	K	SEMH	Y	96.1	3b	3.57	4.61	4b		
	8	F	8MCK	K	MLD		95.3	3a	3.86	3.85	3a		
	8	F	8DVE	K	MLD	Y	95.3	3a	3.71	3	3c		
	8	M	8MCK	K	SEMH	Y	95.5	3a	3.71	3.67	3a		
	8	F	8STR			Y	96.1	3c	3.14	4.45	4b		
	8	M	8MCK	K	MED	Y	58.0	3b	3.57	3.04	3c		
	8	F	8HST				99.7	4a	4.8	2	2c		
	8	M	8HMD	E	PD	Y	95.5	4c	4.13	2.33	2b		
	8	M	LIC-8THN	K	SEMH	Y	99.2	3c	3.14		N		
	8	M	8STR	K	MLD		93.7	B		5	5c		
	8	M	8DVE	K	SEMH	Y	81.1	4a	4.8		N		
	8	F	8STR	K	SEMH	Y	97.6	4c	4.2	3.19	3c		
	8	M	LIC-8THN	E	MLD	Y	88.4	3c	3.14	4.42	4b		
	8	M	8DVE	K	SPLD	Y	90.3	3c	3.07	2.67	2a		
	8	F	8MCK	K	SPLD		99.1	3b	3.57	4.09	4c		
	8	F	8MCK			Y	71.7	4c	4.27	3.41	3b		
	8	F	8MCK				100.0	4a	4.8	3.96	3a		
	8	M	8AMS	E	MLD		95.3	N		3.07	3c		
	8	F	8AMS	E	PD		99.5	B			B		
	8	M	8AMS	N			99.5	4c	4.2	3.74	3a		
	8	F	8DVE				92.4	3a	3.86	4.48	4b		
	8	F	8HST	E	MLD		94.7	N		3.26	3c		
	8	M	8DVE	K	MLD		98.4	B			B		
	8	M	8DVE	K	MLD		93.2	4c	4	3.11	3c		
	8	F	8DVE				94.5	4c	4.2	3.41	3b		
	8	F	8DVE	K	SPLD	Y	90.5	3b	3.43	4.21	4c		
	8	F	8HMD	K	MED	Y	85.0	3a	3.71	3.19	3c		



## **Actions for 2016/17:**

1. Further improvement to students' reading ages using Accelerated Reader, in line with EEF benchmarks. Whilst all students showed an improvement in their RA, in all cases it was not in line with the expected 5-month increase.
2. Devise the Summer School programme in such a way as students entitled to catch-up funding spend quality time during the week on literacy and numeracy interventions, as well as using it as a tool to build emotional resilience during transition.
3. Further develop CPD for learning support assistants to ensure they have the knowledge and skills to provide support for the appropriate needs of all students using the EEF report, 'Making the Best Use of Teaching Assistants'.
4. Further develop CPD for staff to ensure students entitled to catch-up funding make the necessary progress during Year 7 to enable them to flourish in all aspects of the curriculum.

*Updated October 2016*