

The Literacy and Numeracy Catch-up Premium for Year 7 Pupils

Background

Under the School Information Regulations effective from 1 September 2013 the school is required to publish information regarding the catch-up premium.

The catch-up premium is paid for all students who did not achieve level 4 at the end of Key Stage 2 (on leaving Primary school) in reading and/or maths. The amount paid is £500 per student not achieving this level in either area, however if a student has not achieved level 4 in both areas that student attracts £500 in total.

Plans to spend the current year's allocation 2015/16

The allocation to Homewood School & Sixth Form Centre for 2015/16 is £37,000. This is being spent over the year on the following interventions:

Attendance monitoring, community support, counselling, mentoring, Discovery college office support, SEN 1 to 1 support, SEN small group support, Learning Support Assistants (classroom assistants) and Higher Level Teaching Assistants. Higher Level Teaching Assistants are employed in numeracy and literacy in Key Stage three and this premium goes towards their costs as well. In addition to the list above, there are after school English and mathematics groups on a maximum 1 to 4 basis during the year. For the current year 7 cohort there are 2 key skills groups (small groups with less than 16 students and a specialist HLTA as well as a qualified teacher) which is an increase on the one group in previous years.

Overall costs relative to the interventions and support mechanisms for this group of students will comfortably exceed the allocated funding.

The educational effect of the expenditure in 2014/15 and the current year to date

We have collected data on these students to measure their performance against the other students in year 7. It is important to note that two sub levels of progress is slightly better than the national expectation to the end of year 7, (the figures below relate to the end or during year 7).

For literacy in 2014/15 the percentage of students who attracted the funding and who achieved two or more sub levels of progress from September 2014 to July 2015 was **66%**. This compared to **63%** for the middle attaining pupils from the same year group who achieved two or more sub levels of progress and **50%** for the high attaining pupils.

For numeracy in 2014/15 the percentage of students who attracted the funding and who achieved two or more sub levels of progress from September 2014 to July 2015 was **89%**.

This compared to **53%** for the middle attaining pupils from the same year group who achieved two or more sub levels of progress and **67%** for the high attaining pupils.

In 2015/16 we have reviewed progress to the end of February 2016:

For literacy in 2015/16 the percentage of students who attracted the funding and who made good progress from September 2015 to February 2016 was **70%**. This compared to **51%** for the pupils from the rest of the year group who made good progress across the same period.

For numeracy in 2015/16 the percentage of students who attracted the funding and who made good progress from September 2015 to February 2016 was **96%**. This compared to **73%** for the pupils from the rest of the year group who made good progress.

Summary

Whilst it can be difficult to show exactly the benefits of additional expenditure and the specific results of applying this to a particular group of students, we are pleased that the catch-up premium students are out-performing the rest of the cohort in terms of progress in these key areas.

We are convinced that the additional grant has been put to excellent use and these students will continue to be an important area of focus for us. In 2014/15 the Key Stage 3 area was been incorporated into the Discovery College and with form tutors and college support staff dealing specifically with years 7 and 8 additional support has been forthcoming.