

Year 7 Literacy and Numeracy catch up premium: Spending Plan 2016–17

The **Catch-up premium** provides funding for students in Year 7 who did not achieve a level 4 in either Maths or English to support the school in raising the achievement of these pupils. The Catch-Up Premium for maths and English for 2016-17 is £22,309. This was transferred from the local authority on 6th March 2017, giving us very little time to determine how the money would be spent during the 2016-17 financial year, so part of the sum will be carried forward.

The De Montfort School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged students to improve their academic outcomes. This is a plan of spending. Wider classroom intervention and additional intervention will be implemented to also support catch-up with no cost factor.

The impact of the 2016-17 spending plan will be partially reviewed in September 2017 and more fully after Easter 2018. Our initial plans are set out below.

71% of the year group did not achieve the standardised score (100) in the maths SATS in 2016.

51% of the year group did not achieve the standardised score (100) in the reading SATS in 2016.

68% of the year group did not achieve the standardised score (100) in writing SATS in 2016.

Action and Rationale	Evaluation question	KS	Cost	Evaluation of impact
Maintain provision of an extra class in Year 7 (7ab3) Rationale: to reduce class size in band AB so that weaker students get more individual attention and support	What impact will this have in improving outcomes for Reading, Writing and Maths for lower ability students that did not meet ARE?	KS3	£10600	The extra class that was set up as 7AB3 made strong progress in Maths and Reading, gaining 8.42 and 12.53 points of progress, where (expected 6; outstanding 8; exceptional 10). In Writing, the improvement was much weaker (see below for detail)
Increase non-contact time for 3 specialist staff to enable them to deliver 8 lessons of Maths booster classes to targeted small groups. Rationale: to accelerate progress of pupils in Maths that did not meet ARE in 2016 SATs	What impact will this have in improving outcomes for Maths for lower ability students that did not meet ARE?	KS3	£5000	In Maths 7AB3 made 8.42 points of progress against the average of 8.44 for cohort. The impact was strongest from January 2017 onwards.
HLTA targeted group work specifically with boys for writing. Group of 10 boys, 8 weeks. Rationale : Key group of boys further behind, this provides a boost to that group.	What impact will this have in improving outcomes for Writing for lower ability students that did not meet ARE?	KS3	£500 Contribution towards HLTA salary	Boys writing did improve by 14.91 points, but this was below the cohort average of 18.32 and also below the average for Girls of 20.49 points
Thirdspace Learning providing 1-1 interactive tutor support run as intervention sessions. Staffed by members of the maths department after school.	What impact will this have in improving outcomes for Maths for lower ability students that	KS3	£1600	In Maths our target groups made broadly similar gains in progress, but this was weaker than in

<p>Rationale: Individualised provision for specific students, targeted topics to reduce gaps in learning.</p>	<p>did not meet ARE?</p>			<p>Reading and Writing. Against a cohort average of 8.44 (which is lower compared with Reading and Writing, PP students made 8.28 points of progress and Boys made 8.32 points of progress.</p>
<p>Lexia Reading Intervention Programme providing online. Staffed by members of the English department in gained time/after school. Rationale: Individualised reading intervention for identified students.</p>	<p>What impact will this have in improving outcomes for Reading for lower ability students that did not meet ARE?</p>	<p>KS3</p>	<p>£3000</p>	<p>Overall, students in our target groups made good progress in Reading. Against the cohort average of 10.50, SEN students made 10.10 points of progress, PP students made 11.52 points of progress and Boys made 10.67 points of progress.</p>
<p>Success Maker – English and maths individualised provision on numeracy and literacy skills. Afterschool club x 2 English and maths and 1 x tutor time per week – targeted students Rationale: targeted provision for key students.</p>	<p>What impact will this have in improving outcomes for Reading and Maths for lower ability students that did not meet ARE?</p>	<p>KS3</p>	<p>£500</p>	<p>Our target groups made some progress overall in Maths. PP students made 8.28 points of progress, just below the cohort average of 8.44. EAL students made 8.98 points of progress and Boys made 8.32 points of progress. In Reading progress was stronger. Against a cohort average of 10.46, PP students made 11.52 points of progress, EAL students made 13.79 points of progress and Boys made 10.67 points of progress.</p>
<p>Training for staff on the development of writing including extended writing opportunities, including cross curricular. Rationale: widen opportunities and experiences of writing and increase staff expertise.</p>	<p>What impact will this have in improving outcomes for Writing for lower ability students that did not meet ARE?</p>	<p>KS3</p>	<p>£40 materials</p>	<p>Our data for Year 7 indicates that there is still some work to be done to sufficiently embed good progress so that improvement in writing is consistent. More able pupils in 7ab1 (23.49) and 7c1 (24.54) made exceptional progress. In 7ab3, however, pupils only made 3.79 points of progress.</p>

<p>Enrichment – maths based learning at Stratford Race Course</p> <p>Rationale: to provide opportunities for underperforming students to experience maths in a wider context to motivate and engage them in their learning.</p>	<p>What impact will this have in improving outcomes for Maths for lower ability students that did not meet ARE?</p>	<p>KS3</p>	<p>£269</p>	<p>In Maths our target groups made broadly similar gains in progress, but this was weaker than in Reading and Writing. EAL students made the strongest gains. While PP and Boys made slightly less progress than the cohort average.</p>
<p>EAL phonics and reading intervention.</p> <p>Rationale: specialist intervention for EAL students to develop skills and confidence in English speech and reading. Use of a specialist TA.</p>	<p>What impact will this have in improving outcomes for Reading and Writing for lower ability students that did not meet ARE?</p>	<p>KS3</p>	<p>£400</p>	<p>EAL students made very strong progress. Against a cohort average of 10.46, EAL students made 13.79 points of progress</p>
<p>Numeracy ninjas Maths intervention provision</p> <p>Rationale: An in class specific intervention aimed at improving Year 7 numeracy.</p>	<p>What impact will this have in improving outcomes for Maths for lower ability students that did not meet ARE?</p>	<p>KS3</p>	<p>£400 Materials and reward certificates</p>	<p>In Maths the cohort made on average 8.44 points of progress. Although this degree of gain would be considered outstanding in a normal year, in fact this was considerably less than the equivalent gains made in Reading (10.46) and particularly Writing (18.32)</p>

Reviewed and approved by Governors on Tuesday 7th November 2017