



Christ the King College

CHRIST THE KING COLLEGE
Year 7 Catch-up Premium 2015-2016 Review
Year 7 Catch-up Premium 2016-2017 Actions

THE CATCH-UP PREMIUM FOR YEAR 7 STUDENTS

The literacy and numeracy catch-up premium provides schools and Colleges with an additional £500 for each Year 7 student who did not achieve at least a Level 4 in their reading and/or Mathematics at the end of Key Stage 2 national curriculum tests. The payment is received by schools and Colleges mid-way through an Academic Year, once the final destinations of students from the Primary sector to the Secondary sector is recorded by the Department for Education (DfE). The purpose of the funding is to enable students to receive additional support or resources to enable them to catch-up with the national target level of a Level 4.

Review for Year 7 Catch-Up Premium for 2015-2016

38 students at Christ the King College in 2015-2016 had a Key Stage 2 Level of less than a 4 in Reading, Mathematics or both.

Less than L4 in Eng ONLY	Less than L4 in Math ONLY	Less than L4 in both
7	16	15

In addition to the students above internal data has been used to target students with low reading ages that would benefit from intervention or additional support/resources to improve their reading age and develop further confidence with reading, literacy and numeracy skills.

For 2015-2016 the allocation to Christ the King College was £ 19 000 (i.e. £500 per student for 38 students), i.e.

Funding Allocation

INCOME

Reading Catch-up Premium Grant	£ 3 500
Numeracy Catch-up Premium Grant	£ 8 000
Premium Grant for both	£ 7 500
TOTAL INCOME	£ 19 000

EXPENDITURE

The income was then used to purchase

Purchase of training course and resources for staff	£ 1 000
Cost of staffing (to allow staff to be non-form tutors and hence be involved in intervention work – in KS3 allocated specifically to/from Catch-up Premium)	£ 10 504
Curriculum enrichment	£ 1 460
Purchase of Specialist Resources (Literacy - Lexia)	£ 4 140
TOTAL EXPENDITURE	£ 17 104

Literacy Catch-Up expenditure by item/project 2015/16			
Item/Project	Proportion of budget (%)	Objective	Review
Purchase of training course and resources for staff	5.8% £1,000 + 8.5% £1,460	To ensure that resources are embedded into Schemes of Work within English Department and staff are	On the evidence of book reviews and the quality of student feedback (student voice) this is well established

		appropriately skilled to deliver and analyse data produced.	and well-embedded within the department and has been cascaded to the whole Department through training sessions and Department meetings.
Purchase of Specialist Resources (Literacy i.e. Lexia).	24% £4,104	Resources available for English lessons (including Lexia and Accelerated Reader) to support, engage and target appropriate reading levels and move progress forward.	Students with low Key Stage 2 Levels in Literacy to progress in line with peers and to achieve a Level 4 in internal assessments in English as evidenced through data tracking during the academic year.
Cost of staffing (to allow staff to be non-form tutors and hence be involved in Intervention work – in KS3 allocated specifically to/from Catch-up Premium). Individual and specific Intervention sessions for students within Mathematics who have not achieved a Level 4 to be targeted through timetabled intervention sessions during Form Time.	61% £10,504	Small classes containing students will allow for greater targeted teaching and individual intervention. The action is primarily focused on targeting the Year 7 students who did not achieve a Level 4 in Literacy or both. Mathematics Department to support, through small group and one-to-one tuition, timetabled intervention sessions with students who did achieve a Level 4 in Numeracy.	Improvement in English levels and Mathematics levels with majority of cohort achieving and exceeding secure Level 4. Progress towards this measure during all data harvests and assessment stage with feedback from SLT, HoD, Department Meetings and Minutes.

Literacy

Individual breakdown of sub-levels of progress in English at the end of Year 7 who were eligible for Year 7 Catch-Up Premium

4 sub-levels of progress	3 (14%)
3 sub-levels of progress	1 (5%)
2 sub-level of progress	7 (32%)
1 sub-level of progress	4 (18%)

Numeracy

Individual breakdown of sub-levels of progress in Mathematics at the end of Year 7 who were eligible for Year 7 Catch-Up Premium

4 sub-levels of progress	3 (10%)
3 sub-levels of progress	3 (10%)
2 sub-level of progress	6 (20%)
1 sub-level of progress	8 (27%)

The information below indicates the initial level for Reading and Mathematics and the attainment achieved at the end of the year. (Where columns are blank this is due to students being absent for the final assessment – a provision grade has not been provided).

Gender	KS2 READING TEST FINE	KS2 MATHS TEST FINE	English Level End of Y7	Maths Level End of Y7	Level 4 in:	Read Sub level Progress Y7	Math Sub Level Progress Y7
F	2b	2b	3a	2c	Both	4	-1
M	2b	2b	3c	2c	Both	2	-1
F	2b	2b	3a	2c	Both	4	-1
F	3b	3c	2a	2c	Both	-2	-3
M	3b	3c	3b	3a	Both	0	2
M	3b	3b	4c	3a	Both	2	1
M	3c	3c	3b	3a	Both	1	2
M	3c	3b	3a	3a	Both	2	1
F	3b	3c	3b	3a	Both	0	2
F	3b	3b	4c	3c	Both	2	-1
F	3b	3b	3b	3c	Both	0	-1
M	3b	3b	4c	3c	Both	2	-1
F	2b	2b	3a	3c	Both	4	2
M	3b	3b	4c	4c	Both	2	2
M	3b	3a	3b	4c	Both	0	1
M	4c	3c	3a	3a	Maths		2
M	4c	3b	3a	3a	Maths		1
F	4b	3b	4c	3c	Maths		-1
M	4c	3a	4b	3c	Maths		-2
M	4c	3b	3a	3c	Maths		-1
F	4a	3a	5c	4a	Maths		3
F	4c	3b	4a	4a	Maths		4
F	4a	3a	5c	4a	Maths		3
M	5b	3a	5b	4c	Maths		1
M	4a	3a	4b	4c	Maths		1
F	4a	3c	5b	4c	Maths		3
M	4a	3a	4a	4c	Maths		1
M	4c	3a	4b	4c	Maths		1
M	4c	3b	3a	5c	Maths		5
M	4b	3a	4c	5c	Maths		4
F	3a	4c	4c	4c	Reading	1	
F	3b	4b	4b	4a	Reading	3	
M	3a	4c	4c	4a	Reading	1	
M	3b	4c	3b	4c	Reading	0	
M	3b	4c	3a	4a	Reading	1	
M	3a	4c	3a	5c	Reading	0	
M	3a	4c	4b	4c	Reading	2	

YEAR 7 CATCH-UP PREMIUM FOR 2016-2017

For 2016-2017 the allocation to Christ the King College is £ 19 000 (i.e. the same amount of money as in the Year 2015-2016). **

Funding Allocation for 2015-2016 is below ** (please note 2016-2017 below)

INCOME

Reading Catch-up Premium Grant	£ 3 500
Numeracy Catch-up Premium Grant	£ 8 000
Premium Grant for both	£ 7 500
TOTAL INCOME	£ 19 000

Reading ONLY	7 students
Numeracy ONLY	16 students
BOTH Reading and Numeracy	15 students

** In previous years, catch up premium funding has been allocated to schools on the following basis, “£500 for every year 7 pupil recorded on the October school census and recorded in the Key Stage 2 assessment data as not having achieved level 4, 5 or 6 in reading or mathematics.”

However, for 2016-17 is that levels have been replaced by scaled scores where 100 is the expected standard as well as a secondary issue that nationally a greater number of children have “failed” to reach the expected standard than failed to achieve a level 4 in previous years, i.e. in 2015, 89% of children achieved level 4 or above in reading and 87% in maths whereas in 2016, 66% of children achieved the expected standard in reading and 70% in maths. For 2016-17 funding, catch-up premium is intended to support those children who did not reach the expected standard in reading and/or maths. However, for 2016-17 secondary schools are not being funded for every student under the expected standard on their school census. Secondary schools will receive the same overall amount of Year 7 catch-up premium funding they received in 2015 - 2016, adjusted to reflect the percentage change in the size of their Year 7 cohort, based on the October 2016 census.

Worked example: In 2015-16 School A has 20 students below level 4 and 200 students on roll in year 7. They receive £10,000. In 2016-17 they have 50 students below the expected standard (scaled score of 100), they have 180 on roll in year 7. Now, no matter that they have more students below the threshold, they have 10% less on roll, so they get £9,000 in funding. School A’s catch-up funding has gone from £500 per pupil to £180 per pupil.

As such, the intervention, support, projected spending and funding allocation remains similar to last year with greater targeted intervention (as befits an embedded system) and further amendments to fine tune the support on offer.

Source (1) <https://dataeducator.wordpress.com/2016/07/09/catch-up-premium-2016-17/>

Source (2) <https://www.gov.uk/guidance/year-7-literacy-and-numeracy-catch-up-premium-guide-for-schools>

Literacy Catch-Up spending by item/project 2016/17			
Item/Project	Cost (proportion of budget) approximate	Objective	How the impact will be measured
Reduce class sizes across English and Mathematics in Year 7 by employing more colleagues in these key areas. Use staffing to ensure that smaller groups of students have greater ratio of staff time and availability.	Approx. 30%	Small classes containing students will allow for greater targeted teaching and individual intervention. The action is primarily focused on targeting the Year 7 students who did not achieve the appropriate level in Numeracy, Literacy or both.	Improvement in English levels and Mathematics levels with majority of cohort achieving and exceeding secure Level 4. Progress towards this measure during all data harvests and assessment stage with feedback from SLT, HoD, Department Meetings and Minutes.
Leading practitioners to work with Year 7 students on Literacy skills.	Approx. 21%	All or any appointments to the role to ensure that the achievement and attainment of catch-up students is paramount to their work and focus.	Leading Practitioner to be accountable for students eligible for Catch-Up funding achieving and securing a Level 4 in Literacy and Numeracy assessments.
Implement appropriate resources for English lessons for new Year 7 students (including Lexia and Accelerated Reader) to support eligible students in progressing to next appropriate level.	Approx. 24%	Resources available for English lessons (including Lexia and Accelerated Reader) to support, engage and target appropriate reading levels and move progress forward.	Students with low Key Stage 2 Levels in Literacy to progress in line with peers and to achieve a Level 4 in internal assessments in English as evidenced through data tracking during the academic year. (Please note where appropriate the support has continued from last year with new Year 8 students).
Intervention sessions for students within Mathematics who have not achieved the appropriate level to be targeted through timetabled intervention sessions.	Approx. 25%	Mathematics Department to support, through small group and one-to-one tuition, timetabled intervention sessions with students who did not achieve the appropriate level in Numeracy.	Students with low Key Stage 2 Levels in Numeracy to progress in line with peers and to 'narrow the gap' in internal assessments in Mathematics as evidenced through data tracking during the academic year.