



The Literacy and Numeracy Catch-up Premium for Year 7 students at The Skinners' Kent Academy

Background

Under the School Information Regulations effective from 1 September 2013 the Academy 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.

Educational Impact of Expenditure 2016/17

For 2016-17 92 of the 182 cohort (51%) were below in either English or mathematics. This represents a huge increase on the year before, but with no increase in funding (it has been capped at the 2015-16 levels).

Literacy - 71 students (39%)

Maths - 79 students (43%)

	% of year group	% of students achieving expected progress or more in English	% of students achieving expected progress or more in Mathematics	% of students achieving expected progress or more in all subjects
2016/17	51	81%	81%	88%

The educational impact of the expenditure in 2015/16

In 2015/16 the percentage of students in the year who attracted the funding was **25%**.

For literacy in 2015/16 the percentage of students who attracted the funding and who achieved three or more nuances (the equivalent of 2 sub levels in previous years) of progress was **82%**, a **3%** improvement in progress on the previous year.

For numeracy in 2015/16 the percentage of students who attracted the funding and who achieved three or more nuances of progress was **84%**, the gap between catch up premium students and non-catch up premium students reduced by 4%. These figures also demonstrate a **17%** improvement on the previous year for catch up premium students.

As with the previous year, the impact of the interventions in literacy and numeracy can be seen in the progress these students in particular made across all subjects which for 2015/16 saw a **5%** improvement on the previous year at **82%**.

The educational impact of the expenditure of 2014/15

In 2014/15 the percentage of students in the year who attracted the funding was **18%**.

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 **79%**. This highlights a **6%** improvement on the previous year.

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 **67%**.

As with the previous year, the impact of the interventions in literacy and numeracy can be seen in the progress these students in particular made across all subjects which for 2014/15 saw a **5%** improvement on the previous year at **77%**.

The educational impact of the expenditure of 2013/14

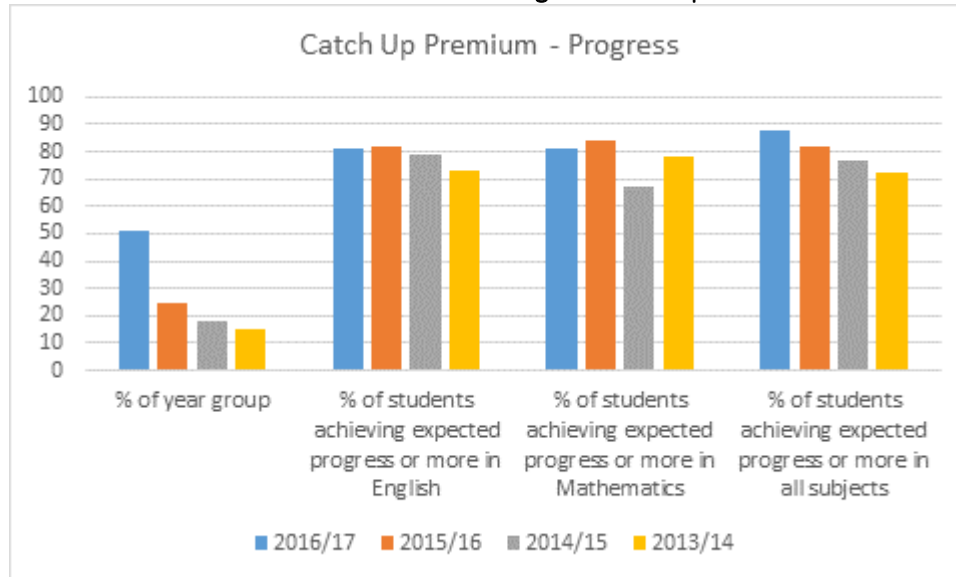
In 2013/14 the percentage of students in the year who attracted the funding was **15%**.

For literacy in 2013/14 the percentage of students who attracted the funding and who achieved two or more sub levels of progress from September 2013 to July 2014 was **73%**. This compared to **74%** for the pupils from the rest of the year group who achieved two or more sub levels of progress. Whilst this is 1% below the rest of the year group, the year group as a whole progressed extremely, well.

For numeracy in 2013/14 the percentage of students who attracted the funding and who achieved two or more sub levels of progress from September 2013 to July 2014 was **78%**. This compared to **68%** for the pupils from the rest of the year group who achieved two or more sub levels of progress.

The impact of the interventions in literacy and numeracy can also be seen in the progress these students in particular made across all subjects which for 2013/14 was **72%**.

Table 1.0 – Performance of students attracting the Catch Up Premium



	% of year group	% of students achieving expected progress or more in English	% of students achieving expected progress or more in Mathematics	% of students achieving expected progress or more in all subjects
2016/17	51	81	81	88
2015/16	25	82	84	82
2014/15	18	79	67	77
2013/14	15	73	78	72

How 2015/16 funding was spent

The allocation to The Skinners' Kent Academy for 2015/16 was £22,500 (25% of the year group). This has been spent over the year on the following interventions:

(Overall costs relative to the interventions and support mechanisms for this group of students comfortably exceeded the allocated funding)

Interventions	Description
Student support in the classroom	Specialist Teaching Assistants, Teaching Assistants and Learning Mentors providing direct support within the classroom. This support can include 1 to 1 and small group support as well as the production and distribution of differentiated resources.
Maths Watch	MathsWatch is a set of mathematics resources (videos and worksheets) available to schools/colleges via an online subscription service
Diagnostic testing	To diagnose specific barriers to progress and apply appropriate support.
Summer School	To aid transition from primary school (more information can be found on the Academy Website)
One to one tuition	Providing a programme of 'booster' sessions to support understanding and progress (with a particular focus on literacy and numeracy).
Themelia Programme	To ensure all students have a level of literacy and numeracy that enables them to access the curriculum.
Mentoring Programme	One to one mentoring support to monitor and guide progress.
Target Setting Meetings	At the beginning of the academic year, students, their parents / carers and the students mentor meet face to face to discuss the coming year, targets for every subject and expectations.
Termly Tracking of Progress	Students work is marked and monitored on a regular basis and formally assessed to enable termly tracking data to be sent home for every subject. This data informs both parental and mentor discussions.
Breakfast Club	Access to Teaching Assistants every morning before school to discuss academic or non-academic matters. A free breakfast is also supplied to ensure students are nutritionally prepared for the Academy day.
Staff Development	Equipping all staff with the knowledge and strategies to support vulnerable students both within and beyond the curriculum. Focusing on national research and sharing best practice.
Reading Mentors	Supporting the improvement of reading ages of the most vulnerable students.
Numeracy Mentors	Supporting the improvement of Maths skills of the most vulnerable students.
IL Club	Every evening a Teaching Assistant offers an Independent Learning club in the library at the Academy. This enables students to access resources within a safe and secure environment and access the support provided by our Learning Support Team

Attendance monitoring	Daily, weekly and termly attendance monitoring takes place to ensure students are in the Academy as much as possible.
Academy Attendance Support Programme	A catch up programme for students whose attendance has dropped to ensure they complete and get support with work missed.
Handwriting Support Club	Led by Teaching Assistants to support students with handwriting and the speed of handwriting, this is crucial for assessments and examination preparation.
Accelerated Reader Programme	To support and develop reading comprehension and provides students with suitably challenging but accessible books.
Revision Guides	To support students with end of term assessments and retention of key knowledge and information.

Plans to spend the current year's allocation 2017/18

The 2017/18 allocation was £23,000, this is despite the fact that the number of students has almost doubled from 45 in 2015/16 to 99 in 2016/17. Despite the freeze in funding, the Academy is committed to offering the same level of support to ensure students make the same or better progress.

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

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Focus Skills Groups	To support and develop individual weaknesses. For example, fine motor skill development, self-confidence and resilience, social communication and interaction and assessment techniques.

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 performing exceptionally well and in some areas outperforming their peers.

We are very pleased with how these students have caught up with their peers and will continue to monitor their progress across all subjects throughout their time at the Academy. It is also important to highlight that students who make better than expected progress from KS2-KS4 at the Academy in English and Maths in 2015/16 was 38% and 45% respectively.

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.