

Catch Up funding review 2018-19 and intended spend 2019-20.

What is catch up funding?

The literacy and numeracy catch-up premium gives state-funded schools additional funding to support *Year 7* pupils who did not achieve the expected standard in Reading or Maths at the end of Key Stage 2. For the academic year 2018-19 TPS received £7,166.

For the academic year 2018-19 the DFE and EFA awarded catch up premium based on the percentage change in cohort size compared with the previous cohort, rather than on the number of students who have not met the expected standard in Reading or Maths at Key Stage 2. It will be adjusted to reflect the percentage change in the size of their Year 7 cohort, based on the October 2017 census. (Gov.uk) This remains the same for 2019-20 with a figure of approximately £7,000.

TPS will identify pupils who need extra support from the Year 7 catch-up premium, so we can decide the best way to use the funding. The way in which this funding is allocated will be tailored to the needs of the cohort.

How much funding do we receive?

2015/16 cohort: 168

2016/17 cohort: 168

% change in cohort: 0%

2017/18 cohort: 171

% change in cohort: 1.8% +

2018/19 cohort 175

2019/20 cohort 172

% change in cohort: -2%

2015/16 funding: £7,000

2016/17 funding: £7,000

2017/18 funding: £6,959

2018/19 funding: £7,166

2019/20 funding: projected to be approximately £7,000, final figure to be confirmed.

How is catch up funding spent at TPS?

- Contribution to the cost of a full time English and Maths Mentor to support students inside and outside of the classroom
- Targeted individual and small-group intervention from the English and Maths Mentor
- Identified students, dependent on individual need, are delivered a structured reading and literacy programme by HLTA or School Librarian
- Curriculum time group intervention sessions
- Year 11 Entry Level delivered in English and Maths with HLTA alongside entry for standard GCSEs in Maths, English Language and Literature
- Students extracted from mainstream lessons to be directly taught by our SENCO and HLTAs in small group lessons where basic literacy and numeracy skills are the focus
- Pupils are placed in groups with intensive TA support
- For the academic year 2018/19 we had 4 students in year 7 who were extracted from MFL to increase their literacy and numeracy skills.

- For the academic year 2019-2020 we will identify students based on our entry assessment data. Progress for those identified will be tracked using internal and external assessments. The types of support and interventions will mirror those of 2018-19 with additional input from our new Support Hub where this is deemed appropriate.

The cost of this intervention surpasses £7,166 but we use the rest of our staffing budget to ensure we provide this range of support.

What is the impact of the funding? (This information was taken from our internal tracking system for 2018-19).

- Spelling ages have increased for all with an average of 21 months across all students.
- After receiving 12 months of extra literacy the pupils have increased their reading ages all bar two; on average 23 months improvement across all students.
- The numeracy intervention has resulted in the following progress in Maths over the academic year. Only 4 pupils have received this additional intervention and all have made progress.