Academic Year 2017/18 - Literacy and Numeracy Catch Up Premium Funding

The Department for Education has provided additional funding for all students in Year 7 since 2012 who achieved below their age related expected at the end of Key Stage 2. The funding is used to provide literacy and numeracy catch up support for those who most need it.

Our Aims
1. To raise attainment in reading age.
2. To encourage students to develop a love of reading.
3. To focus on writing – letter formation, sentence structures and punctuation.
4. To narrow the gap between boys and girls progress in Mathematics.

Year	Funding	Number of Students
2013-14	£10000	18
2014-15	£7500	14
2015-16	£11700	23
2016-17	£11700	55
2017-18	£11772	53

Deployment of Funding:

We have used this money to target and support those students who arrived with either: Level 3 or below in Mathematics and/or English (up to 2016). Less than 100 scaled score on Mathematics and/or Reading (2016+)

Whole college interventions:

The College utilizes the Accelerated Reader programme. All students have been tested through 'Star Testing' and given a ZPD (Zone Progress Development) score. Students use this to decide which books to read and then once they have finished a book students complete a quiz on the book to check comprehension.

Sixth Form Numeracy and Literacy enhancement programmes have been delivered. Ambassadors are trained to support vulnerable students and/or students who are underachieving students through ERIC (Everybody Reads in College) and ERNII (Everybody Recognises Numeracy is Important), the ambassadors work 1:1 with identified students over the course of the year. Weekly numeracy and literacy activities are delivered through the tutorial programme. All students are given the chance to work as tutor base on numeracy activities, and to read independently for 20 minutes at least once a week during tutor time.

The College offers counselling and support for any learners who would benefit and employs a full-time Child Protection Officer and College Counsellor. Referrals can be made by Learning Tutors or Personal Tutors. Individual appointments are offered to students and the School Health Nurse makes weekly visits offering confidential support and guidance to all students.

Investment in staffing to provide effective pastoral support:

At Landau Forte College we provide outstanding pastoral care. Our vertical tutorial system means a Personal Tutor supports an average of 24 students from Years 7-13 for 35 minutes each day. A year 7 student is given personalised support with each Personal Tutor being responsible for 3 or 4 Year 7 students.

Intervention by our Individual Needs team:

A wide variety of personalised programmes have been offered by the College to support these students over the last 3 years. These include social skills, time club, money club, counselling, units of sound, Mathematics mentoring and catch up reading. The social skills programme is flexible and personalised, there is an emphasis on supporting the emotional and social development of the student. A weekly money club in tutor time organised by an LSA provided basic monetary advice applied to real life situations. The College has implemented the Lexia Scheme, this is run by the College Learning Support Team, and provides literacy intervention for those students who are underachieving or need additional support with their literacy.

Counselling and Peer mentoring were also offered to a number of students, individuals with ILP's/statements needed emotional support to allow them to be effective in learning sessions. To support literacy, the units of sound programme was delivered, focusing on literacy, comprehension and spellings.

Impact of deployment:

The English and Mathematics teams regularly assess students on their progress against challenging targets in line with the College target setting policy. On three occasions over the year, data is collected from all subjects centrally and analysed to determine which students are working at, above or below their targets. In the case of students in receipt of catch-up funding (or previously in receipt of this funding), their performance is monitored to determine whether students are now performing in line with minimum expectations of students who arrived to the College working at end of Year 6 expectations.

End of Year Performance for the Year 7 Catch up funding cohort in 2017/18

% of students	English	Mathematics
Working above target	10%	30%
Working at target	70%	52%
Working below target	20%	18%

The following table indicates performance of all Catch up students in other years across all subjects. This indicates the legacy of impact of the measures employed using catch up funding (whilst in Year 7) and other supportive measures across the College (including SEN and PP funding) to support and target the progress of these students.

	In receipt of catch-up funding			Non catch-up funding		
	Above target	**On target**	**Below target**	**Above target**	**On target**	**Below target**
Year 7	26%	57%	16%	17%	57%	26%
Year 8	32%	51%	17%	22%	52%	26%
Year 9	24%	55%	21%	20%	50%	30%
Year 10	19%	41%	40%	15%	36%	49%
Year 11	30%	25%	45%	15%	26%	59%

Intentions for the 2018/19 Academic Year: Date of next review: July 2019

Many of the initiatives listed above that are making an impact will be continued into 2018/19. The College has identified additional priorities for 2018/19.

Area	Issue	Success Criteria	Intentions for 2018/19
Performance	There needs to be a greater scrutiny on performance of catch up funding students within English and Mathematics across all year groups and subject areas. Target outcomes for catch up funding students across all year groups	Areas focus more on isolating performance gaps between groups of students. This better informs subject interventions. Decrease in performance gaps against non-disadvantaged students nationally	Revise performance targets to monitor progress of catch up funding students against the performance of all students, nationally, as opposed to in-school performance gaps. Professional development sessions for all teaching staff and Learning Support Assistants to facilitate clarity of understanding of the barriers faced by identified students. Ensure all students are identified on seating plans and within specific data analysis protocols.
Accountability	Individual Learning Tutors, Personal Tutors, Subject areas and Heads of Year to be more accountable for the performance of this key group of students	Narrowing of performance gaps for students in all Year groups.	Introduction of a new Catch up strategy within Literacy and Numeracy to include a tiered approach to meet our learner's needs. Focused team interventions to take place following data review points in Term 2 and 3. Underperformance identified and specific plans put in place to challenge performance and accountability. Professional briefing to identify students in each year group and ensure subject tutors and directors are aware of the relevant students. Structured data reviews within data collection points throughout the academic year.
Attendance	Increase Year group & overall college catch up LPA student's attendance.	College attendance gap narrowed between attendance groups	Programme of raising awareness with Heads of Year, Attendance officer and Personal Tutors. Revised policy and monitoring procedures for caseload management of attendance concerns.