



Catch up Funding 2017 – 2018 impact statement

Background

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve at least age-related expectations in reading and/or mathematics at the end of key stage 2 (KS2).

Catch up Literacy and Numeracy pupils 2017 -2018

Male	Female	Total
38	21	114
En only	Ma only	Both
79	73	50

Catch-up Funding and Spending

The total funding received by Sir Robert Pattinson Academy was **£13472**.

The literacy and numeracy funding was spent in a variety of ways with the direct and explicit aim of narrowing the attainment gap between the highest and lowest achievers. This included investment in academic support.

A breakdown of the expenditure for the year 2017-2018 is shown below:

Improvement initiative	Cost	Description
Learning Mentor	£3,000	Learning mentor delivers 1:1 or small group interventions for pupils who have been identified as needing intervention or additional support.
Mathswatch	£600	Mathematics software that is used as an intervention and to engage pupils in mathematics. This is also used to support homework.

Catch-up literacy resources	£1,000	The library has been fitted with materials to support early readers and instil a love of reading.
Toe by Toe	£250	Planned for targeted pupils to access one on one support at least twice a week
Teacher led intervention	£4,250	Teachers lead intervention for pupils not making expected progress in their curriculum areas. Delivered during lunch, break and morning tutorial.
Diagnostic testing	£1,250	For those that join with low literacy and numeracy we test to ensure that there is no SEN barrier to progress and then retest to ensure that interventions are having impact.
Audio equipment	£400	Audio equipment including headphones and CD players to support interventions for literacy and numeracy.
Library resources	£3,500	A range of library resources and books have been purchased to engage and enthuse KS3 readers.

Total spend = £14,250

Impact
English: 57/79 pupils (72%) made at least expected progress in order to bring them in line with their peers.
Mathematics: 52/73 pupils (71%) made at least expected progress in order to bring them in line with their peers.
Pupils eligible for catch up funding in both areas: 39/50 pupils (78%) made at least expected progress in order to bring them in line with their peers