

Wootton Park School



Paper 71

Catch Up Funding Report

Title of Paper: Catch-up Funding

Decision Required:

Executive Summary

1. Implications

The following implications have been considered and the resulting impacts / risks are as follows:

Improving the Learner Experience	
Financial	
Safeguarding	
Equality and Diversity	
Health and Safety	

2. Release of Papers and Confidentiality Issues

The Northampton Free School Trust is committed to open and transparent decision making and therefore its policy is to minimise the restriction on the release of papers to situations where there is a justifiable need.

Part A: Recommendation:

- It is recommended that the paper be released following the meeting.
- It is recommended that the paper be kept from publication following the meeting.

Part B: Reason for Confidentiality:

- Personal information relating to a named individual or individuals
- Information provided in confidence by a third party who has not authorised disclosure
- Information where ongoing negotiations may be prejudiced
- Information where financial budgeting may be prejudiced
- Information regarding the School's financial position, where disclosure may harm it or its competitive position
- Information where a proposal concerning staffing matters are at an early stage of discussion
- Legal advice received from or instructions given to, the School legal advisers
- Information planned for publication in advance of that publication
- Information not otherwise covered above, but considered to be commercially sensitive

Introduction

The literacy and numeracy catch-up premium gives 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 (KS2).

Schools receiving catch-up funding are required to publish the following information:

- How much catch-up premium allocation was received for the current financial year
- The school's plans for spending the allocation
- How the previous year's allocation was spent
- How the spending made a difference to the attainment of learners who attracted the premium and how the effect it had has been assessed

Catch-up premium allocation for 2017-18:

The Education and Skills Funding Agency (ESFA) sends academies and free schools their year 7 catch-up premium funding. This was received on 1st March 2018.

2017-2018, funding has been allocated on the basis that we receive the same overall amount of year 7 catch-up premium funding as in 2016 to 2017. It has been adjusted to reflect the percentage change in the size of our year 7 cohort, based on the October 2017 census.

The funding received for the current financial year is £11 733

Use of Catch-up Funding:

It is up to schools to decide how best to use the funding. The DfE guidance advises schools to only select programmes and approaches that they know are effective.

Funding could be used for:

- Individual tuition
- Intensive small-group tuition
- External services and materials
- Reporting on the school website

Wootton Park School plans to use the 2017-18 funding in the following ways:

- Twice weekly 1:1 reading intervention
- Weekly 1:1 tuition for maths
- Purchase of recommended numeracy scheme and related resources
- Reporting on the school website

Allocation of funding received 2016-17:

In 2016-17, Wootton Park School received a catch-up funding allocation of £10 763

Funding was spent on:

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|--|--------|
| • Weekly 1:1 intervention for reading | £4 754 |
| • Weekly 1:1 intervention for maths | £4 754 |
| • Purchase of recommended reading scheme and related resources | £ 419 |
| • Purchase of recommended numeracy resources to develop key skills | £ 327 |
| • Purchase of Numbershark computer based learning programme | £ 600 |

Total spend: £10 854
Overspend: £ 91

Impact of the funding on learner attainment and how this was assessed:

All learners, on joining Year 7, were assessed for reading accuracy, reading comprehension and numeracy using standardised score outcomes. A score of 84 or less is below average and would suggest that further support is necessary. This data was used in addition to Year 6 assessment data to identify learners requiring specific targeted interventions via the catch-up funding.

Learners were allocated to appropriate interventions according to their results and reassessment occurred every two terms to monitor impact and progress.

Details of the impact are as follows:

16 learners received intervention for reading and comprehension between November 2016 and March 2017 – 5 of these no longer required this intervention following reassessment in March 2017.

10 learners received intervention for numeracy between November 2016 and March 2017 – 2 of these no longer required this intervention following reassessment in March 2017.

Of the remaining 11 learners who continued to receive a reading intervention programme, 4 no longer required the intervention when reassessed in July 2017. Support continued for the 7 learners working below expectation.

Of the remaining 10 learners who continued to receive a numeracy intervention programme, 2 no longer required the intervention when reassessed in July 2017. Support continued for the 8 learners working below expectation.