

Equality Analysis

Year 7 Literacy & Numeracy Catch-up Premium

Year 7 Literacy & Numeracy Catch-up Premium

Description of the policy

The Year 7 literacy and numeracy catch-up premium will provide schools with an additional £500 for each Year 7 pupil that did not achieve at least level 4 in reading and/or maths at the end of Key Stage 2 (maximum £500 per pupil).

The purpose of the funding is to enable schools to provide additional literacy and numeracy catch-up support during year 7 to those pupils that need it.

The premium will be delivered from 2012-13 to all state-funded schools with a year 7 cohort, including PRUs and special schools. We have committed to continuing the funding for at least the duration of the current spending review – to 2015.

The Secretary of State made this commitment in a letter to the Home Affairs Committee and the Deputy Prime Minister announced it in a speech on 26 September 2012.

2012 KS2 data will be used to allocate the premium. Based on 2012 provisional data 109,000 pupils will be eligible for the funding and the size of the budget for 2012-13 will therefore be £54.5m. We estimate that 47 per cent of eligible pupils will also attract the pupil premium.

The evidence base (the information on which you have based your analysis)

Demographic analysis of the 2011 Key Stage 2 assessment results has been used to analyse the potential impact of the policy on equalities. Key Stage 2 provisional data for 2012 will be used as the basis for allocating the funding.

What the evidence shows – key facts

Based on the Key Stage 2 provisional data for 2012, 109,000 year 7 pupils did not achieve level 4 in reading and/or maths at the end of Key Stage 2, and will therefore be eligible for the premium.

A pupil characteristics breakdown of those that did not achieve level 4 in the 2011 Key Stage 2 assessments indicates that pupils who have SEN are heavily over represented. 63.1% of pupils below Level 4 have some form of SEN, compared with 25.2% of maintained pupils overall.

With regard to gender, 54.8% of boys fail to reach Level 4. With regard to ethnicity, black pupils are most likely to fall below level 4 - 6.1%, compared with an overall

percentage of 4.9%. Asian pupils are slightly less likely to achieve level 4 - 9.5% compared with 9.1% of maintained pupils overall.

Engagement and involvement

Not applicable.

Challenges and opportunities

The policy is designed to address the issue of too many pupils leaving primary school with weaknesses in literacy and numeracy. Based on the evidence a significant proportion of eligible pupils will have SEN status; some of these pupils will be classed as disabled. The evidence also indicates that boys and those of certain communities are more likely to be eligible. This policy would therefore have a positive impact on equality with regard to disability, ethnicity and gender.

Although the evidence does not indicate that this policy would have any positive impact on sexual identity or religion there is no reason to believe that this policy would have any negative impact on these protected characteristics.

With regard to pupils with SEN, existing funding for SEN pupils aims to help them to gain parity in accessing the curriculum and educational opportunities. This new premium will be provided on top of this existing support. This will allow pupils from these groups to be able to benefit as much as any other from this additional literacy and numeracy support and maximise its positive impact on equality.

A key challenge is that, as the funding is not ring fenced, there is the possibility that it is not used for its intended purpose. We therefore need to communicate to schools a clear expectation about use of the funding to deliver tuition and intensive support to these pupils and issue short guidance when the premium allocations are announced explaining the purpose of the funding.

Equality analysis

A positive impact on equality is explicitly intended and very likely. An adverse impact is unlikely, and on the contrary the policy has the clear potential to have a positive impact by reducing and removing barriers and inequalities that currently exist.

Next steps

- Notify schools of the funding and the expectation of how it will be used.
- Local authorities informed of allocations
- Conditions of grant letters for local authorities
- January 2013 payment for eligible current Year 7 pupils