

## The Catch-Up Premium Report – 2017/2018

The Literacy and Numeracy Catch-Up Premium gives schools and academies additional funding to support year 7 pupils who did not achieve the national standard of 100 in reading and/or mathematics at the end of Year 6 (Key Stage 2).

The funding is designed to ensure that students who have not achieved their potential at KS2 are not disadvantaged by this and are provided with the same opportunities at GCSE as their peers by the time they leave the secondary phase of education at the age of 16. The wider aims of the catch up funding include:-

- To increase social mobility
- To enable students from disadvantaged backgrounds to get to the top universities
- To ensure that students from all backgrounds have an equal opportunity to be successful
- To reduce the attainment gap between the highest and lowest achieving pupils nationally

### Overview of the funding 2017-2018

Total number of year 7 students on roll (September 2017)	155
Total number of students eligible for catch up funding	41
Total amount of funding received	<b>£18,500</b>

Our personalised approach to learning ensures that all pupils are effectively supported and challenged to make progress. The Bridge Learning Support Centre and the RISE Group provided Literacy and Numeracy support for students in the academic year 2017-2018. With five full time staff members, the group focused on intervention and in- class support using a range of strategies, including Lexia, Rapid Reader Plus, Read Write Inc and Catch-Up Literacy.

Underachievement in Literacy (including reading and spelling) and/or Numeracy was also tackled effectively through a range of initiatives:

- **Dedicated Nurture Teacher (including dedicated nurture room)** – The academy continued to employ a dedicated nurture teacher to teach those students most in need of catch-up in Literacy and Numeracy in Year 7 (and in Year 8/9, where appropriate). Students in this nurture set were taught in the same environment by the nurture teacher for a significant proportion of their curriculum, easing transition from primary to secondary.
- **Appointment of an Assistant Principal for Teaching and Learning** – This leadership position, which included responsibility for Literacy, was created in 2016 and has been strengthened by the separate appointment of a Subject Leader for English. Their remit is to ensure high standards of Literacy across the curriculum, that students make more than expected progress with their reading ages and that all students who are in need of catch up get the necessary support and intervention.
- **Accelerated Reader** – The academy continued to use the Accelerated Reader programme to support the assessment and improvement of students' reading age supporting their basic Literacy skills. A part-time Librarian was appointed to extend library opening hours and additional books were purchased for our weakest readers to support them in accessing the scheme.

- **Small group literacy intervention group and 1:1 reading** – Small groups or individual students continued to be withdrawn from lessons to work on basic English and mathematics skills with our Intervention TAs, these groups focused particularly on writing skills such as spelling and punctuation (Read, Write Inc.) and engaged in 1:1 reading.
- **An academy-wide Numeracy strategy for STEM subject areas** – INSET time for relevant subject areas ensured that Numeracy skills were delivered consistently across the academy; increased Partnerships working with our primary feeder schools to ensure that key learning is not repeated in year 7/8 and that there was parity in the manner in which knowledge and skills were delivered.
- **Effective teaching and learning** – ‘Quality First Teaching’ has the strongest impact on pupil achievement and we believe this is critical to supporting future gains. Specific training days were used to promote Literacy and Numeracy across all subject areas. Staff professional development sessions also focused on how to work with students that arrive in the academy with lower than average grades/whose reading age is below 11 and the effective use of Teaching Assistants.

Due to the large number of students who arrived at the academy who are below the national standard of 100 in mathematics and English, we invested more into Literacy and Numeracy than is given in the premium. The table below reflects how much was directly spent from the catch up fund:

<b>Expenditure 2017-18</b>	<b>Cost (total funds available= £18,500)</b>	<b>Intended outcomes</b>
<b>1 x Assistant Principal Teaching and Learning</b>	£40,830	To raise standards in Literacy with a view to supporting those students identified as underachieving meet chronological expectations.
<b>Total Cost</b>	£40,830	

### Impact of Funding

	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>% success in English</b>	84%	95%	72%
<b>% success in mathematics</b>	56%	60%	60%

Students’ reading ages were tracked throughout the year. When looking at progress, on average students made 1 year 3 months’ improvement. This is a 25% improvement on the previous academic year.

**Strategies to be employed this academic year (2018-2019)**

- **Dedicated Nurture Teacher (including dedicated nurture room)** – The academy will continue to employ a dedicated nurture teacher to teach those students most in need of catch-up in Literacy and Numeracy in Year 7 (and in Year 8/9, where appropriate).
- **Appointment of an Assistant Principal for Teaching and Learning** – This leadership position includes responsibility for Literacy and SEND. Their remit is to ensure high standards of Literacy and Numeracy across the curriculum, that students make more than expected progress with their reading ages and that all students who are in need of catch up/SEND support get the necessary support and intervention.
- **Small group literacy intervention group and 1:1 reading** – Small groups or individual students will continue to be withdrawn from form time activities to work on basic English and mathematics skills with our Intervention TAs. These groups will now focus particularly on writing skills such as spelling and punctuation (Read, Write Inc.) and engage in 1:1 reading.
- **An Academy-wide Numeracy strategy for STEM subject areas** – INSET time for relevant subject areas to ensure that Numeracy skills are delivered consistently across the academy; increased Partnerships working with our primary feeder schools to ensure that key learning is not repeated in year 7/8 and that there is parity in the manner in which knowledge and skills are delivered.
- **Effective teaching and learning** – ‘Quality First Teaching’ has the strongest impact on pupil achievement and we believe this is critical to supporting future gains. Specific training days will be used to promote Literacy, Numeracy and SEND strategies across all subject areas.

Total number of year 7 students on roll	201
Total number of students eligible for catch up funding	56
Total amount of funding received	<b>£20,232 (estimate)</b>

<b>Expenditure 2018-2019</b>	<b>Cost (total funds available= £18,500)</b>	<b>Intended outcomes</b>
<b>1 x Assistant Principal Teaching and Learning</b>	£39,249	To raise standards in Literacy, Numeracy and SEND with a view to supporting those students identified as underachieving meet chronological expectations.
<b>Total Cost</b>	£39,249	