

St Mary's Catholic College

Year 7 Literacy and Numeracy Catch-up Premium 2019-20

In 2018 to 2019 the literacy and numeracy catch-up funding was allocated to schools on the basis that they receive the same overall amount of year 7 catch-up premium funding they received in 2017 to 2018, adjusted to reflect the percentage change in the size of their year 7 cohort between the October 2017 and the October 2018 school censuses as follows: (the number of year 7 pupils recorded on the October 2017 school census) divided by (the number of year 7 pupils recorded on the October 2018 school census) multiplied by the 2017 to 2018 allocation.

1. Funding allocation between 2016-2019	
2016-2017	£26,271
2017-2018	£18,472
2018-2019	£18,267

There is currently no confirmation from the DfE that the Catch-up premium will be allocated for 2019-2020.

As we await confirmation if this funding will be allocated, we have identified the students who will be eligible for the catch-up premium and how we intend to spend the funding.

The following information is outlined below:

- Our funding allocation for the current academic year 2019/20 - TBC
- Details of how we intend to spend our allocation
- Details of how we spend our previous year's allocation
- How last year's allocation made a difference to the attainment of the pupils who benefit from the funding.

2. Summary information					
Academic Year	2019/20	Total funding allocation:	TBC	Date of most recent Catch-up premium review:	09/19
Total number of pupils in Year 7:	149	Number of pupils eligible:	See below	Date for next internal review of this strategy:	03/20
The percent of Y7 SMCC pupils with a standardised score below 100:					
<ul style="list-style-type: none">▪ Reading: 63 (42%)▪ Grammar: 51 (34%)▪ Maths: 48 (32%)					

3. Planned expenditure

Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	Intended Impact	When will you review
<p>LEXIA learning programme. LEXIA resources.</p>	<p>EEF – Phonics (rated +4 in the Sutton Trust/EEF Teaching and Learning Toolkit research review). Digital technology (rated +4 in the Sutton Trust/EEF Teaching and Learning Toolkit research review). Reading comprehension strategies (rated as +6 in the Sutton Trust/EEF Teaching and Learning Toolkit research review). Through face-to-face instruction and independent pupil-driven learning; pupils develop their critical reading and language skills. Ongoing data ensures instructional priorities.</p>	<p>Through a scheduled programme of formal lesson observations and snapshot observations of teaching. Through review of data (3 times during the academic year).</p>	<p>AAHT/ Director of English/ SENDSCO</p>	<p>£9153.54 £801</p>	<p>Pupils make accelerated progress. The ‘gap’ is narrowed. Pupils literacy skills develop and strengthen. They are on track towards outstanding progress.</p>	<p>As part of the SMCC 7-week LP cycle (schedule of totem pole meetings, AIM meetings).</p>
<p>Accelerated Reader programme.</p>	<p>EEF – Reading comprehension strategies (rated as +6 in the Sutton Trust/EEF Teaching and Learning Toolkit research review). Digital technology (rated +4 in the Sutton Trust/EEF Teaching and Learning Toolkit research review). Reports produced by Accelerated Reader allow pupils reading practice to be monitored and informs intervention programmes.</p>	<p>Planned within the English learning programmes (LPs), fortnightly reading (half) lessons based within the library, Monitored by class teacher.</p>	<p>AAHT/ Director of English</p>	<p>£1000</p>	<p>Pupils make accelerated progress. The ‘gap’ is narrowed. Pupils reading ages improve. Development of a love of reading and comprehension skills.</p>	<p>As part of the SMCC 7-week LP cycle (schedule of totem pole meetings, AIM meetings).</p>

MyMaths and MathsWatch programmes.	EEF - Digital technology (rated +4 in the Sutton Trust/EEF Teaching and Learning Toolkit research review). Gives pupils instant feedback and automatically keeps a record of best scores. Increases levels of motivation and engagements.	Planned use within the Maths learning programmes (LPs), via homework tasks. Monitored by class teacher.	Head of Maths	£930	Pupils numeracy skills improve.	As part of the SMCC 7-week LP cycle (schedule of totem pole meetings, AIM meetings).
Provision of after school specialist literacy/numeracy support, via TA's, librarian (reading champion).	EEF – one to one tuition (rated +5 in the Sutton Trust/EEF Teaching and Learning Toolkit research review). Small group tuition (rated +4 in the Sutton Trust/EEF Teaching and Learning Toolkit research review). The provision of one to one support and guidance, will ensure rapid progress.	Monitored and reviewed by SENDCOs.	AAHT/ SENDCOs	£16212.36	Pupils make accelerated progress. The 'gap' is narrowed. Pupils reading ages and numeracy skills improve.	As part of the SMCC 7-week LP cycle (schedule of totem pole meetings, AIM meetings).
Provision of reading books/articles and access to The Day for all form classes to use during P&A time.	EEF – Reading comprehension strategies (rated as +6 in the Sutton Trust/EEF Teaching and Learning Toolkit research review). Increases the focus on the importance of reading and allows pupils to practice. Expose students to Tier 2 and 3 vocabulary.	Through a scheduled programme of snapshot observations of progress and aspiration time (P&A). Through review of data (3 times during the academic year).	AAHT/ Literacy Coordinator	£799	Pupils reading ages improve. Development of a love of reading and comprehension skills. Increased confidence with Tier 2 and 3 vocabulary.	As part of the SMCC 7-week LP cycle (schedule of totem pole meetings, AIM meetings).

Reduction in class sizes through additional recruitment of staff in English and Maths.	EEF – Reduction in Class Sizes (rated as +5 in the Sutton Trust/EEF Teaching and Learning Toolkit research review) EEF – Feedback (rated as +8 in the Sutton Trust/EEF Teaching and Learning Toolkit research review). Personalise learning better with smaller class sizes. Increased opportunities to monitor performance of individual students.	Through a scheduled programme of formal lesson observations and snapshot observations of teaching. Through review of data (3 times during the academic year).	AAHT/ Director of English and Head of Maths	£47440	Pupils make accelerated progress. The 'gap' is narrowed. Pupils literacy and numeracy skills develop and strengthen.	As part of the SMCC 7-week LP cycle (schedule of totem pole meetings, AIM meetings).
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3. Other provision

- Library open from 8am – 3:30pm, librarian support available.
- 'Flightpaths' – a model of learning progression throughout the College from entry in Year 7 onwards. Progress is measured against pre-set 'baseline' rates of progress to ensure at least this minimum level, but with teachers and support staff working collaboratively to enable pupils to achieve outstanding progression.
- Flightpath stickers – ensure a high level of accessibility and engagement for raising expectations and aspirations.
- Learning Programmes in every subject have been written to align with the Flightpaths so that all pupils are being appropriately challenged across the College.
- PRT stickers, which match the Learning Programmes, are used to ensure that pupils are receiving a consistently high standard of marking. Effectively guiding pupils on key areas to develop.
- Whole school Tier 2 and 3 vocabulary focus - weekly Tier 3 vocabulary embedded within Learning Programmes.
- Use of ClassCharts to ensure issues are swiftly addressed through moment to moment monitoring. Helping to remove barriers to learning, so that the 'gap' is narrowed.
- Literacy coordinator – to support literacy across the curriculum.
- Reading champion – to support reading across the curriculum.
- Differentiated approaches to learning to ensure progress and that pupils needs are met.
- Support from HLTA in Maths and English lessons.
- Extended patterns of transition visits before the start of Year 7.

4. Previous year's allocation (2018-2019) – expenditure (Funding £18,267)

Expenditure	Cost
<ul style="list-style-type: none"> ▪ LEXIA resources. ▪ Accelerated Reader programme. ▪ MyMaths and MathsWatch programmes. ▪ Literacy Coordinator – TLR. ▪ Reading books. ▪ Math's Teacher x 1 ▪ English Teacher x 1 ▪ Librarian x1 	<ul style="list-style-type: none"> ▪ £801 ▪ £1,000 ▪ £930 ▪ £4,529 ▪ £970 ▪ £23,720 ▪ £23,720 ▪ £16,212.36
Total:	£71,882.36

5. How last year's allocation made a difference to the attainment of pupils who benefited from the funding:

Progress has been steady and secure over time. Pupils have made solid steps building their knowledge and developing key skills. Below outlines how last year's cohort progressed according to the College's flightpath targets (*see the College website for further details on flightpaths/reporting*). Those on track, will be making nationally expected progress and those above will be making outstanding progress.

	On/Above Track		Above Track		On Track		Below Track	
	Number of pupils	% of pupils	Number of pupils	% of pupils	Number of pupils	% of pupils	Number of pupils	% of pupils
English	52	86.7%	24	40.0%	28	46.7%	8	13.3%
Maths	64	98.5%	16	24.6%	48	73.9%	1	1.5%