



# The Literacy & Numeracy Catch-up Premium for Year 7

## Background

Under the School Information Regulations effective from 1 September 2013 the Stantonbury International School is required to publish information regarding the catch-up premium. Up until 2015-16, the catch-up premium was paid for all students who did not achieve level 4 at the end of Key Stage 2 (on leaving Primary school) in reading and/or maths. The amount paid was £500 per student not achieving this level in either area, however if a student did not achieve a level 4 in both areas that student attracted £500 in total. From 2016 onwards, the DfE allocated funding to schools on the basis that they receive the same overall amount of year 7 catch-up premium funding they received in 2015 to 2016, adjusted to reflect the percentage change in the size of their year 7 cohort between the October 2016 and the October 2017 school censuses. This approach was also followed for the 2018-19 funding allocation.

## 2018/2019

74 of the 209 cohort were below the expected KS2 standard in reading or Mathematics.

Reading – 30% of the whole

Writing – 25%

Maths – 24%

	% of year group	% of students achieving expected progress or more in English	% of students achieving expected progress or more in Mathematics	% of students achieving expected progress or more in all subjects
2017/18	24%	65%	72%	53%

## Educational Impact of Expenditure 2018/19

By the end of year 7, 65% of those students below a scaled score of 100 on entry were achieving expected progress or more in English. 72% of those students below a score of 100 in Mathematics were achieving expected progress or more by the end of year 7. Overall, 58% of those students below a score of 100 on entry, were achieving expected progress or more in all subjects.



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### How 2018/19 funding was spent

The allocation to Stantonbury International School for **2018/19 was £24,346**. This was spent over the year on the following interventions: (Overall costs relative to the interventions and support mechanisms for this group of students comfortably exceeded the allocated funding)

Interventions	Description
Student support in the classroom	Specialist Teaching Assistants, Teaching Assistants and Learning Mentors providing direct support within the classroom. This support can include 1 to 1 and small group support as well as the production and distribution of differentiated resources.
Maths Watch and My Maths	Maths Watch and My Maths is a set of mathematics resources (videos and worksheets) available to schools/colleges via an online subscription service
One to one tuition	Providing a programme of 'booster' sessions to support understanding and progress (with a focus on literacy and numeracy).
Mentoring Programme	One to one mentoring support to monitor and guide progress.
Termly Tracking of Progress	Students work is marked and monitored on a regular basis and formally assessed to enable termly tracking data to be sent home for every subject. This data informs both parental and mentor discussions.
Breakfast Club	Access to Teaching Assistants every morning before school to discuss academic or non-academic matters. A free breakfast is also supplied to ensure students are nutritionally prepared for the SIS day.
Staff Development	Equipping all staff with the knowledge and strategies to support vulnerable students both within and beyond the curriculum. Focusing on national research and sharing best practice.
Reading Mentors	Supporting the improvement of reading ages of the most vulnerable students.
Numeracy Mentors	Supporting the improvement of Maths skills of the most vulnerable students.
Attendance monitoring	Daily, weekly and termly attendance monitoring takes place to ensure students are in the Stantonbury International School as much as possible.
SIS Attendance Support Programme	A catch-up programme for students whose attendance has dropped to ensure they complete and get support with work missed.
Accelerated Reader Programme	To support and develop reading comprehension and provides students with suitably challenging but accessible books.
Revision Guides	To support students with end of term assessments and retention of key knowledge and information.



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### Plans to spend the current year’s allocation 2019/20

The 2019/20 allocation is estimated to be £37,824

(Overall costs relative to the interventions and support mechanisms for this group of students will comfortably exceed the allocated funding)

Interventions	Description
Student support in the classroom	Specialist Teaching Assistants, Teaching Assistants and Learning Mentors providing direct support within the classroom. This support can include 1 to 1 and small group support as well as the production and distribution of differentiated resources.
MathsWatch and My Maths	MathsWatch and My Maths is a set of mathematics resources (videos and worksheets) available to schools/colleges via an online subscription service
Staff Development	Equipping all staff with the knowledge and the strategies to support vulnerable students both within and beyond the curriculum. Focusing on national research and sharing best practice.
Diagnostic/Psychometric testing	To diagnose specific barriers to progress and apply appropriate support.
One to one tuition	Providing a programme of ‘booster’ sessions to support understanding and progress (with a focus on literacy and numeracy).
Mentoring Programme	One to one mentoring support to monitor and guide progress.
Termly Tracking of Progress	Students work is marked and monitored on a regular basis and formally assessed to enable termly tracking data to be sent home for every subject. This data informs both parental and mentor discussions.
Breakfast Club	Access to Teaching Assistants every morning before school to discuss academic or non-academic matters. A free breakfast is also supplied to ensure students are nutritionally prepared for the SIS day.
Reading Mentors/6 <sup>th</sup> form readers	Supporting the improvement of reading ages of the most vulnerable students.
Numeracy Mentors/6 <sup>th</sup> form maths help	Supporting the improvement of Maths skills of the most vulnerable students.



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Revision Guides	To support students with end of term assessments and retention of key knowledge and information.

### Summary

Whilst it can be difficult to show exactly the benefits of additional expenditure and the specific results of applying this to a particular group of students, we are pleased that the catch-up premium students are performing well. Over time, we are pleased with how these students have caught up with their peers and will continue to monitor their progress across all subjects throughout their time at SIS. We are aware of the need for a continued focus on closing the gaps between these students and their peers. We are convinced that the additional grant has been put to excellent use and we continue to monitor the impact of the interventions and research new ideas.

These students will continue to be an important area of focus as they progress into year 8 and 9.