



LITERACY AND NUMERACY CATCH UP PREMIUM POLICY

Introduction

What is Catch-up Premium?

- The Department for Education provides additional funding to all state funded schools with year 7 pupils who did not achieve the expected standard in reading or maths at the end of key stage 2.

Year 7 Literacy and Numeracy Catch-Up Premium

Background

All schools are given the Literacy and Numeracy catch-up premium for students who did not achieve the expected standard in reading or maths at the end of Key Stage 2.

Schools are currently given a grant of £500 per student and are able to identify the best way to use this funding to give extra support to these students using programmes and approaches that are known to be effective.

Since 2016 a scaled score has been used to record the result of KS2 National Curriculum Tests.

A scaled score of 100 will always represent the expected standard on the test. Pupils scoring 100 or more will have met the expected standard on the test.

Range of scaled scores

80 is the lowest score that can be awarded.

120 is the highest scaled score.

A pupil awarded a scaled score of 100 or more has met the expected standard in each test.

A pupil awarded a scaled score of 99 or less has not met the expected standard in the test.

Schools are accountable for how they spend the grant and have to publish details of this on their website each year.

- In 2016-2017 schools will receive the same amount of year 7 catch-up funding as they received in 2015-2016, adjusted to reflect the percentage change in the size of their year 7 cohort based on the October 2016 census.
- The Catch-up Premium provides schools with a grant to spend on the educational benefit of pupils registered at the school, or for the benefit of pupils registered at other maintained schools and academies. They may also spend it on community facilities, for example services whose provision furthers charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the schools locality.
- The school should identify pupils who need extra support from the year 7 catch-up premium, so they can decide the best way to use the funding. They should select programmes and approaches that they know are effective.
- Schools must publish details of how they spend year 7 catch-up premium funding on their website.

Aims of St Benedict's

At St Benedict's we aim to provide all students with the support and opportunities they need to allow them to make progress, academically and socially to achieve their full potential. We recognise that without the functional skills in English and Maths some students are unable to work independently and access lessons across the curriculum. At St Benedict's we aim to identify these students early on and provide targeted support to allow them to develop these skills, confidence and self-esteem. We also recognise that a proportion of these students will also be identified as having a special educational need or disability or may be identified as pupil premium and may attract additional funding through this; however, this does not mean that they will not benefit from catch-up funding.

Identification of Students

At St Benedict's we use data provided from primary schools, using Teacher Assessment data and SATs scores to identify students working below expected levels in English and/or Mathematics. We also baseline students reading, spelling and Maths in the first few weeks in September using Standardised Scores to identify those working below an average score. During the transition period we have conversations with key staff in all of our feeder schools gathering specific and key information about the needs of students and areas of difficulty. We use this information to inform staff in preparation for the main transition day, to inform planning, curriculum, lessons, interventions and also the care and support around the whole child not just academically.

Student's progress is monitored on a regular basis by teaching staff, Heads of departments and the senior leadership team. The inclusion manager and head of English and Maths meet fortnightly with a specific year group focus to review progress and support in place / intervention required. Collated data is shared throughout school so that appropriate intervention can be implemented specific to individual need.

Intervention Strategies

At St Benedict's we employ a range of intervention strategies to support the development of functional skills in English and Maths. These may include:

- Reading challenge
- Small group intervention
- Individualised intervention
- Tutor time support
- Nurture group
- Mentoring
- Parent information evenings
- Intensive Interventions in subject areas
- Specialist Assessments
- Purchase of programs and resources

The wider curriculum

The curriculum at KS3 is expected to be well planned, varied and provide opportunities to stretch and challenge for all students. Learning objectives, expected outcomes, assessment opportunities and home learning tasks are explicitly planned as well as opportunities for the delivery of explicitly planned literacy and numeracy skills. It is therefore the responsibility of all staff to ensure that the needs of less able students are catered for across the whole curriculum and that in class support available data and effective differentiation are utilized to provide the best learning environment for students.

The SEND register identifies students, their area of need and strategies for support that will aid teachers in effective planning. Students on the SEND register who are receiving targeted interventions will have an outcome based learning plan to identify specific targets. These are reviewed regularly by the SEND department and staff in consultation with parents and the student.

Use of catch up funding

St Benedict's maintain a detailed spending record of Catch-up premium funding, including the cost of initiatives and interventions and the number of students involved. As with any intervention the impact of the intervention is monitored and will be published each year on the website.

The Assistant Head Teacher, Sarah Boote Powell Has overall responsibility for overseeing catch-up premium.

Monitoring and Review

Monitoring of progress will take place on a termly basis, using Progress Review Data provided by staff from all subject areas. This will inform the identification of students requiring support and provide a focus for discussions in line management meetings between Curriculum Leaders and SMT.

Where appropriate, departmental interventions will take place to address specific underachievement in each department.

In addition to this, records of progress of students receiving extra-curricular intervention will be kept. This will take the form of assessments in literacy and numeracy as well as baseline testing in English and Maths to determine the progress made. This information will inform additional interventions for functional literacy and numeracy.

On-going assessment will support the tracking of students in all curriculum areas. Both formal and informal assessments will provide staff with regular feedback on students' progress and understanding and allow for planning of lessons to reflect the needs of students. The School marking policy ensures effective feedback to students on their strengths and areas to improve and staff will provide students with clear and specific curricular targets to support their development.

Regular work reviews by SMT and Curriculum Leaders, alongside departmental moderation of work will ensure the consistency of standards across the curriculum and help to identify areas where training, support and interventions for staff and student's is appropriate.