

Literacy and Numeracy 'Catch-up' Plan 2019-2020

The literacy and numeracy **catch-up premium** gives state-funded schools, including special schools and alternative provision settings, additional **funding** to support **Year 7** students who did not achieve the expected standard in reading or maths at the end of Key Stage 2 (KS2).

In 2016, allocation methodology changed and schools now receive the same amount of Year 7 Catch-Up Premium that they were allocated the previous year, adjusted to reflect the percentage change in the size of their year 7 cohort, based on the October school census.

Bishop Stopford School received £7,710 for Year 7 Catch-Up in 2018-2019, and expects to receive a similar level of funding this academic year.

Guidelines and best practice:

Although it is up to schools to decide how best to use the funding, the DfE guidance advises schools to only select programmes and approaches which research proves is effective. It suggests that the funding could be used for:

- Individual tuition
- Intensive small-group tuition
- External services and materials
- Summer schools that help pupils catch up over a short period of time

Core approach

Bishop Stopford School believes that the progress of every student is equally important. The progress and attainment of all students across the curriculum is assessed and reported to parents three times a year. SEND students and 'Catch-up' students receive additional assessments to analyse progress.

All teachers are expected to deliver outstanding first wave quality teaching and differentiate their lessons to remove barriers to learning for students with additional learning needs or those that have entered the school behind their peers.

All Year 7 and 8 students who have been identified through the Year 7 Catch-up analysis will receive appropriate support as outlined below. (As the 'expected standard' from Key Stage 2 is a scaled score of 100, all students with scores below 100 are part of this cohort.)

English

There are 26 students in Year 7 who achieved a KS2 reading scaled score below 100 in English. This figure is in line with the previous 2 years.

All of the strategies implemented and described below are aimed at accelerating the progress of these students and bridging the gap between them and their peers. Progress is checked through data analysis of subjects and literacy standardised assessments which occur three times a year.

End of Year Progress Analysis 2018/19

English

Academic Year	Cohort Size	Progress Below Expected %	No of students	Progress Expected %	No of students	Progress Above Expected %	No of students
2018/19	28	3.57	1	96.42	27	39.28	11

Maths

There are 15 students in Year 7 who achieved a KS2 scaled score below 100 in Maths, which is fewer than the 2018/2019 cohort (28 students), but is in line with the student numbers in 2017/18.

All of the strategies implemented and described below are aimed at accelerating the progress of 'catch-up' students and bridging the gap between them and their peers. Progress is checked through subject data analysis and numeracy standardised assessments which occur three times a year.

End of Year Progress Analysis 2018/19

Maths

Academic Year	Cohort Size	Progress Below Expected %	No of students	Progress Expected %	No of students	Progress Above Expected %	No of students
2018/19	26	26.92	7	73.07	19	30.76	8

Strategies

The 2018/2019 'Catch-up' funding was used for a range of interventions aimed at targeting specific areas of literacy and numeracy. The list detailed below is inclusive, but not exhaustive. Similar strategies will be used in 2019/2020, but where students have persistent areas of weakness, additional assessments, referrals and interventions will be considered and implemented.

Strategy:

- Accelerated Reader
- SEND Literacy and Numeracy small group intervention
- SAM Learning (Literacy and Numeracy)
- Units of Sound
- Reading Partners
- Bedrock Learning
- Cognitive Ability Tests
- Literacy and Numeracy standardised assessments
- Bespoke, intensive support tailored to individual needs, including referrals to external agencies