St Mary's Catholic College
Year 7 Literacy and Numeracy Catch-up Premium 2018-19

In 2017 to 2018 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 2016 to 2017, adjusted to reflect the percentage change in the size of their year 7 cohort between the October 2016 and the October 2017 school censuses as follows: (the number of year 7 pupils recorded on the October 2016 school census) divided by (the number of year 7 pupils recorded on the October 2017 school census) multiplied by the 2016 to 2017 allocation.

1. Funding allocation between 2015-2018	
2015-2016	£23,500
2016-2017	£26,271
2017-2018	£18,472

The Catch-up premium allocation for 2018-2019 is outlined below.

We have identified the students who are 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 2018/19.
- 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	2018/19	**Total funding allocation:**	£18,267	**Date of most recent Catch-up premium review:**	11/18
Total number of pupils in Year 7:	178	**Number of pupils eligible:**	See below	**Date for next internal review of this strategy:**	03/19
The percent of Y7 SMCC pupils with a standardised score below 100: • Reading: 105 (60%) • Grammar: 107 (61%) • Maths: 103 (59%)					

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
LEXIA learning programme. LEXIA resources.	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.	Through a scheduled programme of formal lesson observations and snapshot observations of teaching. Through review of data (every 7 weeks as per the LP Cycle).	Director of English/ SENDCO	£9153.54 £801	Pupils make accelerated progress. The 'gap' is narrowed. Pupils literacy skills develop and strengthen. They are on track towards outstanding progress.	As part of the SMCC 7-week LP cycle (schedule of totem pole meetings, AIM meetings).
Accelerated Reader programme.	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.	Planned within the English learning programmes (LPs), fortnightly reading (half) lessons based within the library, Monitored by class teacher.	Director of English	£1000	Pupils make accelerated progress. The 'gap' is narrowed. Pupils reading ages improve. Development of a love of reading and comprehension skills.	As part of the SMCC 7-week LP cycle (schedule of totem pole meetings, AIM meetings).

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.	Director 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.	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.	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 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.	Through a scheduled programme of snapshot observations of progress and aspiration time (P&A). Through review of data (every 7 weeks as per the LP Cycle).	AHT/Literacy Coordinator	£970	Pupils reading ages improve. Development of a love of reading and comprehension skills.	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 (every 7 weeks as per the LP Cycle).	Directors of English and 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).

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 literacy focus - weekly literacy objectives 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.
- 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 (2017-2018) – expenditure (Funding £18,472)

Expenditure	Cost
- 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	£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
	% of pupils	*% of pupils*	*% of pupils*	*% of pupils*
English	72.2%	55.5%	16.7%	27.8%
Maths	77.7%	49.4%	28.3%	22.3%