

The literacy and numeracy catch-up premium provides the means to support year 7 pupils who did not achieve the expected standard (Scaled score of 100 in SATs) in reading or maths at the end of key stage 2. The use of the catch-up premium is to address this shortfall and narrow the gap between these pupils and their peers.

Stantonbury International School was awarded £22,061 for the literacy and numeracy catch-up fund, which is held in a central budget and is overseen by the Head. The following actions were taken and the impact noted:

Actions	
	<ul style="list-style-type: none"> ○ Summer School ○ 1:1 tuition through Academic mentors in literacy and mathematics ○ Small group intervention in Maths delivered using ‘Sumdog Numeracy’ ○ Small group focussed intervention sessions called Reciprocal Reader and nurture team ○ Accelerated Reader ○ Corrective Reader ○ CPD on numeracy and literacy ○ Dyslexia support ○ Involvement in extracurricular activities ○ Mentoring and counselling if emotional barriers exist ○ Other staff CPD to better support students ○ Rewards and prizes to help motivate and achieve goals ○ Supplying additional resources – books and reading catch-up packs for use at home and in the library
Impact	
	<p>Context: For 2017-18, of the 245 pupils in year 7, 26% did not achieve ARE in KS2 in Reading, 19% did not achieve ARE in KS2 in Writing, and 20% did not achieve ARE in KS2 in Maths. 22% of the cohort did not achieve ARE in KS2 in any of the three areas.</p> <ul style="list-style-type: none"> ○ Student attitudes to learning have improved ○ These particular pupils are more secondary ready ○ Learning behaviours are positive and there is a ‘can do’ attitude which seldom needs additional encouragement ○ Teachers have refocused their planning to address the needs of the LPA students in lessons to support work being done in interventions ○ A team around the student approach has been useful in strengthening communications and addressing multiple areas of need as many of these students have ○ All LPA students are discussed in RAM meetings and differentiation is planned to address need

	<p>Maths:</p> <ul style="list-style-type: none"> ➤ 64.7% of the LPA made accelerated progress due to interventions and closed the gap between them and their peers ➤ 92.1% of the LPA made expected progress from lower starting points ➤ 7.8% of the LPA made less than expected progress due to contextual factors <p>Reading:</p> <ul style="list-style-type: none"> ➤ 49.2% of the LPA made accelerated progress due to interventions and closed the gap between them and their peers ➤ 88.7% of the LPA made expected progress from lower starting points ➤ 11.3% of the LPA made less than expected progress due to contextual factors
Next Steps	
	<ul style="list-style-type: none"> ▪ Analyse effectiveness of interventions funded by catch-up and develop provision for 2018-2019 in light of KS2 data for this cohort ▪ Analyse further impact in other subjects linked to interventions in literacy and numeracy