



## St Marys Catholic Academy Catch Up Premium Plan 2015/16 and Review



The literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve at least level 4 in reading and/or maths at the end of key stage 2. Schools receive an additional £500 for each pupil in year 7 who did not achieve at least level 4 in reading and/or maths at the end of KS2. This document details how we plan to spend this premium in 2015/16

Catch Up Premium Funding Received	
<b>Total amount Catch up funding</b>	<b>£10,500</b>

Catch Up Premium Plan						
	Actions	Lead	Cost	Completion Date	Monitoring-Reporting	Success Criteria
	<ul style="list-style-type: none"> <li>Passport Maths Program including licence and Resources.</li> <li>Numeracy Intervention Tutor (KS3), Small group support. To deliver passport maths</li> </ul>	JDE  BDR	£1000  £7000 (% of salary)	14.12.15 11.07.16	SCO  JDE	<p>Pupils moving from level 3 to 4 in first term. For Life after levels - Skills audit completed and evidence of skills filled.</p> <p>Pupils to successful completed passport maths program</p>
	<ul style="list-style-type: none"> <li>Literacy Intervention Tutor (KS3), Small group support.</li> </ul>	NPR	£7,300 (% of salary)	14.12.15 11.07.16	RBA/JLA	Skills audit completed and evidence of skills filled.
	<ul style="list-style-type: none"> <li>Peer Reading Program</li> </ul>	KEL	£500	14.12.15 11.07.16	RBA/JLA	<p>All year 7 pupils identified through RAG to have peer reading sessions to increase exposure to books.</p> <p>Pupils to be more confident when</p>

						reading and EAG to have increased.
	<b>Total</b>	£15,800 (£10,500 Catch Up Premium £5,300 contribution from Pupil Premium funding)				

Catch Up Premium Plan Review						
	Actions	Lead	Cost	Completion Date	Monitoring-Reporting	Success Criteria
	<ul style="list-style-type: none"> <li>Passport Maths Program including licence and Resources.</li> <li>Numeracy Intervention Tutor (KS3), Small group support. To deliver passport maths</li> </ul>					<ul style="list-style-type: none"> <li>Pupils moving from level 3 to 4 in first term.</li> <li>Pupils to successful completed passport maths program</li> <li>Numicon to be used in lessons to in lessons provide more practical activities and primary pedagogy</li> </ul> <p><b>Review:</b></p> <ul style="list-style-type: none"> <li>Passport maths has proved successful in filling gaps (See JHU docs.). However this program is based on the old spec so alternatives are now in place.</li> <li>Numicon has been used as a tool in some lessons and remains available.</li> <li>JHU numeracy intervention tutor for KS3 was effective however; due to long term absence alternative provision has been sought.</li> </ul> <p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>New SOW in place solely for pupils who have not met the required standard at the end of KS2. This has been developed by SCO and HEM.</li> <li>There will be a move to using method maths for KS2 at an appropriate point in the future.</li> <li>LHA second in maths and experienced teacher is in place. HEM to work with LHA to develop teaching approaches.</li> <li>SCO has a fortnightly timetabled slot to support Y7.</li> </ul>
	<ul style="list-style-type: none"> <li>Literacy Intervention Tutor (KS3), Small group support.</li> </ul>					<ul style="list-style-type: none"> <li>Skills audit completed and evidence of skills filled.</li> </ul> <p><b>Review:</b></p> <ul style="list-style-type: none"> <li>31 Year 7 pupils received small group support improving skills highlighted through baseline assessments. The English department have tracked the pupil's progress with a significant proportion of pupils filling in the gaps identified. (See NPR Report).</li> <li>In addition 43 Y9 and 23 Y8 PP pupils also received this support.</li> </ul> <p><b>Recommendation:</b></p> <ul style="list-style-type: none"> <li>RMO has left her post. The English department will need explore alternative approaches in the forthcoming academic year.</li> </ul>

	<ul style="list-style-type: none"> <li>Peer Reading Program</li> </ul>	<ul style="list-style-type: none"> <li>All year 7 pupils identified through RAG to have peer reading sessions to increase exposure to books.</li> <li>Pupils to be more confident when reading and EAG to have increased.</li> </ul> <p><b>Review</b></p> <p>Peer mentoring and support is identified by the Sutton trust as an intervention that has a big impact for a limited cost. Pupils were identified by their initial RAG assessments on entry. Those identified were provided with a mentor from KS4 who was trained to listen to them read. This happened on a weekly basis. This is hard to quantify the impact of this support as these children also received support from teachers and the KS3 intervention tutor. However, pupils valued this support and as well as improving their confidence and contact with books it provided them with a mentor who kept an eye on them each week and helped with the transition to secondary school.:</p> <p><b>Recommendation:</b></p> <p>Following conversations with KEL. The English department wanted to get more pupils accessing the library. Each form has access to the library on a rota and prefects support pupils who require help. We have already seen massive increase in the number of books being withdrawn from the library. This approach will be trailed this year.</p>