



Catch up premium report for 2018/19 and strategy for this academic year

## Key information

This report will outline and evaluate the impact of strategies supported by additional funding received from the Government. This is based on the requirements laid out by <https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#year-7-literacy-and-numeracy-catch-up-premium> and <https://www.gov.uk/guidance/year-7-literacy-and-numeracy-catch-up-premium-guide-for-schools>.

From the “guide for schools” (second link above): The literacy and numeracy catch-up premium gives state-funded schools, including special schools and alternative provision settings, additional funding to support year 7 pupils who did not achieve the expected standard in reading or maths at the end of key stage 2 (KS2).

**Date produced:** 24/09/2018

**Date of mid-year review:** 25/03/2019

**Author and person responsible:** Grace Elvin, SENCO.

## Report for 2017/18, including evaluation of the difference that each strategy made to pupils' literacy and numeracy development.

<b>Total catch-up funding allocated for the academic year (recognising that funding is allocated on or around 1 March)</b>	£ 18,454	<b>Total spent on numeracy catch up</b>	£ 9,762	<b>Total spent on literacy catch up</b>	£ 8,692
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### Executive Summary

Summary objective	Evaluation
<p>At Oasis Coulsdon we believe that literacy and numeracy needs to:</p> <ul style="list-style-type: none"> <li>- Be the priority of all staff</li> <li>- Help to close the disadvantaged gap</li> <li>- Remedy issues early (and intensively) through quality teaching and learning</li> <li>- Be of the highest standards every time.</li> </ul>	<p>By the end of Year 7, 70% of students that entered the Academy with a numeracy ability below the national standard had achieved good or outstanding progress.</p> <p>By the end of Year 7, 32% of students with a reading age lower than their chronological age had achieved their chronological age. And 80% of students entering with reading ages below their chronological age made accelerated progress in their reading abilities.</p>

### Line by line

#### Numeracy Evaluation

Aim	Strategy	Cost	Evaluation/Impact	Maintaining strategy into next year?
Students entering the Academy with numeracy levels well below their peers have the opportunity to bridge the gap.	The support group. Maths lessons with a specialist SEN teacher to help to bridge the gap. Expertise also shared with other teachers to enable greater impact.	£44 per hour, 5 x 50mins per week, 39 weeks per year = £7150	Students in the support group and other underachieving students made good progress.	Yes
To ensure that numeracy is a focus for all students and	Numeracy ninjas. A weekly mentor quiz which is differentiated for each year	Photocopying of booklets – 800 x 39p = £312	Improved results across the year.	Yes

teachers by introducing numeracy in mentor times.	group and delivered by mentors. This raises the numeracy profile across the school.			
Students entering the Academy with numeracy levels below their peers have the opportunity to bridge the gap.	Mentor time interventions. Students to work in groups of up to 6 students with an LSA to bridge gaps in learning.	£668 per student per year based on 6 students in a group with one session a week. £4008 annually.	Most students involved in interventions made accelerated progress in comparison with peers.	Yes
To ensure that teaching staff are able to appropriately differentiate for all students and LSA resources are used where the highest need exists.	Students set by ability and extra LSA support given to lower attaining groups.	£13.20 per hour, 5 x 50mins per week, 39 weeks per year £2, 145	Student confidence and achievement raised.	Yes

#### Literacy Evaluation

Aim	Strategy	Cost	Evaluation/Impact	Maintaining strategy into next year?
Students entering the Academy with literacy levels well below their peers have the opportunity to bridge the gap.	The support group. English lessons with a specialist SEN teacher to help to bridge the gap. Expertise also shared with other teachers to enable greater impact.	£44 per hour, 5 x 50mins per week, 39 weeks per year = £7150  Catch-up budget - £3296.20 SEN budget - £3853.80	Students in the support group made an average of 6.5 standardised points in their reading tests. A score of 0 would have been in line with chronological age.	Yes
To ensure that literacy is a focus for all students and teachers by introducing numeracy in mentor times	Literacy ninjas. A weekly mentor quiz which is differentiated for each year group and delivered by mentors. This raises the literacy profile across the school.	Photocopying of booklets – 800 x 39p = £312	Literacy is a key focus for all students and family mentors are able to track literacy levels during mentor time.	Yes
Students entering the Academy with literacy levels	Mentor time interventions.	£668 per student per year based on 6 students in a	Majority of students involved in mentor interventions made	Yes

well below their peers have the opportunity to bridge the gap.		group with one session a week. Approx. £4008 annually.	accelerated progress in the areas covered.	
Students entering the Academy with literacy levels well below their peers have the opportunity to bridge the gap.	Lexia, paired reading and parental reading seminar.	3 x 50 mins per week. Teaching assistant to run and Lexia licences. £53.79 per student annually. 20 students targeted therefore £1075.80.	Majority of students in the Lexia and paired reading groups made accelerated progress in reading age.	Yes

## Aims and strategies for this academic year

<b>Total catch-up funding allocated for the academic year (recognising that funding is allocated on or around 1 March)</b>	£ 18, 257	<b>Total to be spent on numeracy catch up</b>	£ 9, 664	<b>Total to be spent on literacy catch up</b>	£ 8,593
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## Executive summary

<p><b>Objective</b></p> <p>At Oasis Coulsdon we believe that literacy and numeracy needs to:</p> <ul style="list-style-type: none"> <li>- Be the priority of all staff</li> <li>- Help to close the disadvantaged gap</li> <li>- Remedy issues early (and intensively) through quality teaching and learning</li> <li>- Be of the highest standards every time.</li> </ul>
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Line by line

Numeracy Strategies

Aim	Strategy	Cost	Intended impact	Maintaining strategy from last year?	Mid-year review
Students entering the Academy with numeracy levels well below their peers have the opportunity to bridge the gap.	The support group. Maths lessons with a specialist SEN teacher to help to bridge the gap. Expertise also shared with other teachers to enable greater impact.	£44 per hour, 5 x 50mins per week, 39 weeks per year = £7150  Catch up budget – £3,199 SEN Budget – £3951	Students in support group to make accelerated progress in comparison to peers.	Yes	Summary of the impact to date, after Feb ½ term
To ensure that numeracy is a focus for all students and teachers by introducing numeracy in mentor times.	Numeracy ninjas. A weekly mentor quiz which is differentiated for each year group and delivered by mentors. This raises the numeracy profile across the school.	Photocopying of booklets – 800 x 39p = £312	Numeracy ninja scores to improve weekly.	Yes	Summary of the impact to date, after Feb ½ term
Students entering the Academy with numeracy levels below their peers have the opportunity to bridge the gap.	Mentor time interventions. Students to work in groups of up to 6 students with an LSA to bridge gaps in learning.	£668 per student per year based on 6 students in a group with one session a week. £4008	Students in mentor interventions to make accelerated progress in comparison to peers.	Yes	
To ensure that teaching staff are able to appropriately differentiate for all students and LSA resources are used where the highest need exists.	Students set by ability and extra LSA support given to lower attaining groups.	£13.20 per hour, 5 x 50mins per week, 39 weeks per year £2, 145	Students to gain in confidence and ability through the support of adults.	Yes	

Literacy strategies

Aim	Strategy	Cost	Intended impact	Maintaining strategy from last year?	Mid-year review
Students entering the Academy with literacy levels well below their peers have the opportunity to bridge the gap.	The support group. English lessons with a specialist SEN teacher to help to bridge the gap. Expertise also shared with other teachers to enable greater impact.	£44 per hour, 5 x 50mins per week, 39 weeks per year = £7150  Catch up budget – £3,197.20 SEN Budget - £3952.80	Students in the support group to make accelerated progress in comparison to peers.	Yes	Summary of the impact to date, after Feb ½ term
To ensure that literacy is a focus for all students and teachers by introducing numeracy in mentor times	Literacy ninjas. A weekly mentor quiz which is differentiated for each year group and delivered by mentors. This raises the literacy profile across the school.	Photocopying of booklets – 800 x 39p = £312	Student literacy ninja scores to improve weekly	Yes	Summary of the impact to date, after Feb ½ term
Students entering the Academy with literacy levels well below their peers have the opportunity to bridge the gap.	Mentor time interventions.	£668 per student per year based on 6 students in a group with one session a week. £4008	Students in mentor interventions to make accelerated progress in comparison to peers.	Yes	
Students entering the Academy with literacy levels well below their peers have the opportunity to bridge the gap.	Lexia, paired reading and parental reading seminar.	3 x 50 mins per week. Teaching assistant to run and Lexia licences. £53.79 per student annually. 20 students targeted therefore £1075.80.	Students in interventions to make accelerated progress in comparison to peers.	Yes	