



Literacy and Numeracy Catch Up Premium Policy 2019-2020

Governor Lead:	Curriculum Committee
Nominated Lead Member of Staff:	Helen Holmes
Status & Review Cycle:	Statutory. Annually
Last Review Date:	June 2019
Next Review Date:	June 2020

- This policy details how North Cestrian manages the extra funding received by the government to spend on pupils whose primary school data indicates that, on-entry, they are unlikely to achieve a Grade 4 or higher in English and Mathematics at GCSE (i.e. “low attained is defined as attainment below age-related expectations” – DFE). The methods raising the attainment of ‘catch up’ pupils to reach a significant confidence level that they can achieve Grade 4 or higher have been drawn from the Sutton Trust’s [EEF Tool Kit](#), the Department for Education’s publication (Literacy and numeracy catch-up strategies, November 2017) and developed by the school’s SENDCo and the school’s Academic Team in consideration of securing effective ‘catch up’ in this academic year.

Although the interventions may warrant extra funding it is also the role of the SENDCo to ensure that Quality First Teaching is deployed in to raise the attainment to match age-related expectations of the cohort. Also, the school may ensure that these interventions are, indeed, for the benefit of all pupils. However, the SENDCo’s primary function is to ensure that the cohort has an extra layer of monitoring to assess the access to and the effectiveness of interventions, that is, the intervention has resulted in rapid and sustained progress. In order to achieve this.

With a welfare-sensitive ethos of scaffolded stretch and challenge North Cestrian aims to produce:

- **Confident Pupils** – who demonstrate an ability to utilise their growing strengths in reading, comprehension, writing and mathematics skills.
- **Substantial and Sustained Progression** – through the safe and secure realisation of enhanced ambition, realising outcomes which are age-related (above Grade 4) and therefore in excess of initial predictions of ability on entry to the school. Primarily this is in English and Maths, however, the transferable skills from the core subjects should also ensure all subject outcomes realise grade 4 and above.
- **Effective Participants** - take full advantage of learning across the curriculum and in the wider, richer experiences that good skills in literacy and numeracy will bring.

In 2019-2020, the Literacy and Numeracy Catch Up allocation to North Cestrian School is £10,000 It is grant funding and is in addition to the School's Delegated Budget. The basis of allocation is decided by central government and for 2019-20 it was based upon:

1. Basis of allocation

The year 7 catch-up premium allocations for 2019 to 2020 have been allocated to schools using the same approach as last year to the allocation calculation.

1.1 Allocations to schools funded in 2019 to 2020

In 2018 to 2019, we are allocating funding to schools on the basis that they receive the same overall amount of year 7 catch-up premium funding they received in 2017 to 2018. It will be adjusted to reflect the percentage change in the size of their year 7 cohort, based on the October 2018 census.

(number of year 7 pupils recorded on the October 2017 school census ÷ number of year 7 pupils recorded on the October 2018 school census) × the 2017 to 2018 allocation

(<https://www.gov.uk/guidance/year-7-literacy-and-numeracy-catch-up-premium-guide-for-schools>)

2. Terms on which grant is allocated

Maintained schools and academies may spend the grant for the educational benefit of pupils registered at that school, or for the benefit of pupils registered at other maintained schools and academies.

They may also spend it on community facilities, for example services where the provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the school's locality.

Schools and academies do not have to spend the grant in the financial year beginning 1 April 2018, they may carry forward some or all of the grant to future financial years.

Local authorities must make the grant available irrespective of the existence of any deficit relating to the expenditure of the school budget share (SBS). The year 7 catch-up premium is not part of the SBS or the individual schools budget. It is not included in minimum funding guarantee calculations.

<https://www.gov.uk/government/publications/year-7-literacy-and-numeracy-catch-up-premium-2018-to-2019/year-7-literacy-and-numeracy-catch-up-premium-2018-to-2019-conditions-of-grant>

The SENDCo is accountable for progress and will fund interventions on behalf of the cohort exclusively or through a proportion contribution to a whole school intervention in line with the proportion of pupils below age-related expectations. It is important in providing any intervention that a pupil is not socially isolated. The SENDCo will ensure that the funding allocated is used for the intended purpose and be transparent.

Interventions to support the cohort come under the following categories. The five priorities for the catch up cohort of 2019-2020 are in **bold**.

Whole School

SENCO lead intervention	£2000
Y6 Transition Leader to gather data, primary school interventions and lead summer school:	£50 (5% of roll x half of staff TLR)
Homework Club Literacy and Numeracy Teaching Assistant. 5 hours a week:	£1,900
English and Maths catch up tools	£2,724 (+ nominal for English Reading Books)
Teachers for Catch Up Literacy and Catch Up Numeracy (£42.50, 9 hours, 20 fortnights per year)	£7,650
Pupil Data Leader to collate data and provide clear cohort analysis tools	£100 (5%)
Total	£14,424

Maths and English budgets will support the funding of the Catch Up Programmes

1) Extra-curricular Provision

This includes **Summer School (for new Year 7 and the current year 7)**. Other interventions, categorised below, are also part of the offer for **Extending School time** - Homework Club, targeted extra-curricular activities, Reading/Phonics/Oral, One to One tuition.

2) Teaching and Learning: Learning Styles and Differentiation (through Quality First Teaching)

This includes **Literacy (Oral Language, Phonics, Spelling, Reading Comprehension)** and **Numeracy Support**. The plan details the programmes resources and testing material.

Further details on the rationale, how the school intends to spend the Literacy and Numeracy Catch Up premium, along with the annual evidence of impact and a review are found in the Literacy and Numeracy Catch Up Plan and Expenditure and Impact Review. This report by the SENDCo is made annually, in October, to Governors and seeks to evaluate the effectiveness of each intervention from the previous academic year in terms of improving outcomes for the cohort (in accordance with the OFSTED CIF) and, as necessary, modify interventions planned for the current academic year. Judgments will be made considering cost and level of resultant progress on a value for money basis especially in comparison with other interventions.

Roles and Responsibilities

SENDCo	writing of the plan, ensuring that all staff are aware of their responsibility and techniques used to raise the attainment of disadvantaged pupils, quality assurance of the interventions, leading on the review.
Academic Team	to monitor and assist in the identification of interventions and the delivery of the plan whilst quality assuring the return on expenditure in line with the purpose of the plan.
Pupil Data Lead	to provide data analysis of achievement gaps and progress
School Business Manager	ensure that all pupils in the census are screened for eligibility, tracking the spending of the PP
Teachers/TAs	maintain the highest expectations of pupils, deliver via Quality First Teaching and subsequent necessary interventions such as those identified on page 2 of the policy, be inclusive and ensure a positive learning environment
Parents	support for their child's learning
Governors	ensures that the school complies with legislation, holds the Headmaster to account accountable for successful implementation of the Policy and Plan, keep the intervention strategies under review, monitors data and sign off on the PP Plan and Review on an annual basis (October).
Headmaster/SLT	overall responsibility for the implementation of the Policy and Annual Plans, ensure staff are given appropriate professional development acting in accordance with the Plan and recommendations of the Committee, holds teachers and TAs accountable