

The Literacy and Numeracy Catch-Up Premium gives state-funded schools additional funding to support year 7 pupils who did not achieve the expected standard in reading or Mathematics at the end of Key Stage 2 (KS2).

Principal of the Funding

The 'expected standard' is derived from the scaled scores achieved by pupils in their Year 6 National Curriculum tests (SATs) in mathematics, English reading and English grammar, punctuation and spelling. Each pupil's scaled score is based on their raw score, which is the total number of marks they scored in their tests, based on the number of questions they answered correctly.

The raw scores pupils achieve in the tests are then converted into scaled scores, to ensure that accurate comparisons of performance over time can be made.

A scaled score of 100 will always represent the 'expected standard' on the test. Pupils scoring at least 100 will have met the expected standard on the test. The Catch-Up Premium is provided to secondary schools to support them in ensuring that every pupil in Y7 who did not meet the 'expected standard' in mathematics or English can be given additional support.

In 2018-19, Sirius Academy North received £25,500 in Catch-Up Premium funding. This amount is now allocated on the basis that schools receive the same overall amount of Year 7 catch-up as they received in 2016-17 but adjusted to reflect the change in size of the Year 7 cohort between the October censuses.

Allocated Funding

The Academy uses the detailed breakdown provided in the 'Question Level Analysis' function of the ASP (Analyse School Performance) service to identify the specific pupils and / or micro-populations in which our new Y7 pupils did not reach the expected standard. We then use the analysis of this information to tailor our provision for these pupils to meet their needs and accelerate their progress in mathematics, reading, grammar, punctuation and spelling.



Identifying and Supporting Catch-Up Premium Pupils

A withdrawal programme from mainstream lessons allows trained staff to deliver extra Literacy and Numeracy to those students identified as requiring it. The academy has appointed an additional EAL co-ordinator to increase the provision available for EAL students in year 7 who have not reached the expected level in KS2. A learning support base provides support for all students with additional needs and help support these students in all aspects of their time in the academy. This includes social skills, memory skills and various other interventions. A lower ability curriculum pathway is available for year 7 students, to provide social and emotional support, as well as, differentiated curriculum work, for students who require support in these areas.

Transition and Early Starters

For each of the past three academic years the Academy has worked with our local primary schools to run an 'Early Starters' programme, which enables selected Y6 pupils to start Year 7 in June.

We believe that by starting their secondary education slightly earlier, we can give every child the best possible start and that their progress and attainment will benefit. By getting to know the children before the summer holidays we will be able to ensure that they feel better supported and happier when making the step up from Primary School. All Year 6 students spend a full week in the Academy in July to aid their transition

The Academy has been recognised locally as having a transition programme that meets the needs of the entire cohort of students coming to the Academy and these ideas have been taken up by other local Academies as good practice.

Funding Allocation

Actions focused on supporting achievement and progress in Literacy

Objective 1:

- To provide additional support to the students in year 7 who are below a standard score of 100 for the English elements at the end of Key Stage 2.

Key Objective	1	2	3	4
	Intervention	T-pathway	Transition	Profile of catch-up

Objective	Action	Timescale	Person/s Responsible	Monitoring	Resource cost	Outcome	Status
Increase the awareness of teaching staff regarding the need for Year 7 catch up intervention and allow lesson planning to incorporate catch up tasks.	KS2/3 twilight training sessions which highlight the need for year 7 catch up interventions to take place for both English and Maths.	H.T.2	Lead Teachers	V.P. -TL	Directed time	Lesson planning to incorporate tasks to support Year 7 catch up across the curriculum.	
Promotion of creative writing for the Year 7 cohort	The academy is running a number of creative writing competitions which are open to KS3 students throughout the year. Prizes will be awarded in celebration	Throughout 2019/2020	Lead Teachers	V.P. -TL	£500	The promotion of creative writing in KS3	

	assemblies						
Support for the teaching of inference across the curriculum.	Inference to be highlighted across all subject areas as a requirement in answering examination type questions. The use of inference to be practiced throughout the curriculum. Launched through faculty meetings.	Launch H.T.2 Throughout 2019/2020	AVP Lead Teachers	V.P. -TL	Directed time	Students are skilled in understanding and using inference across the curriculum.	
SPAG strategy	The T&L policy has a focus on SPAG marking and feedback to support students in raising their attainment in SPAG.	H.T.1	AVP	V.P. -TL	Directed time	Students identified with lower literacy level progress towards expected levels.	
The use of guided reading to support literacy. This will take place during tutor periods and be supported by the PSA team.	Students use the guided reading both in withdrawal support lessons and during extracurricular time to support the improvement of their vocabulary. The students will use the learning village programme where appropriate	H.T.1	AVP	V.P. -TL	£2500	Students identified with lower literacy level progress towards expected levels.	

Special Literacy events to be held throughout the year to promote literacy throughout the academy	Literacy special events such as 'Spelling Bee' and 'word of the month' are staged to promote literacy for Year 7	Throughout 2019/2020	AVP	V.P. -TL	£300	To improve understanding of the use of punctuation in extended writing	
SEN withdrawal lessons used to support students in literacy	SEN withdrawal classes for the SEN students who have been identified as needing extra intervention to support the development of their literacy. The Withdrawal classes provide a secure learning environment for students to learn the basic requirements in literacy allowing them to access the curriculum in other subject areas.	Throughout 2019/2020	SENCo	AVP Inclusion	£5000	Students identified with lower literacy level progress towards expected levels.	

Students invited to after school and lunch time 'Harry Potter' Club to promote reading for pleasure	The Harry Potter Club takes place at lunch time and after the school day to promote reading for pleasure. PSA's and the literacy team support the students with reading books chosen by the students, in both small groups and individually. The club will take the students to Harry Potter World in the UK to promote reading for pleasure.	H.T.1	Literacy team	VP - QA	£250 – for trip Harry potter Studios (H.T.5)	Promotion of reading for pleasure	
Additional resources purchased to support EAL intervention	Additional resources identified to support the teaching of English as an additional language	Term 1 2019	EAL co-ordinators	AVP inclusion	£200	Support the teaching of English as an additional language	
To provide additional literacy support to the students in year 7 who are identified as having additional needs	Nurture group (T-pathway) of 14 students introduced into year 7	September 2019	AVP inclusion	AVP Inclusion to report back to SLT in line with dates of Year 7 Progress cycles. Reading assessment data used to track progress.	£2000 – (resources for English and Maths)	Identified catch up students within nurture group show progress in reading age narrowing gap to their chronological age.	

Additional in class support provided for students in the T-Pathway group	Appointment of high level needs Progress Support Assistant to support students in the year 7 nurture groups, due to the increase in the number of nurture groups.	September 2019	AVP Inclusion	PSA performance management. Student progress from Progress Cycle data	£8000	Improve the student teacher ratio for students identified as having SEN	
Students identified from K.S.2 data as requiring additional literacy support receive intervention.	Withdrawal intervention groups and morning intervention groups identified and taught in small groups by literacy team/PSA's to improve literacy skills.	September 2019- after initial assessments	AVP Inclusion	Progress of the students in the withdrawal groups monitored along with progress cycles.	£2000 for literacy intervention support out of class.	Improve the literacy skills of identified students	

Actions focused on supporting achievement and progress in Mathematics

Objective 2:

- To provide additional support to the students in year 7 who are below a standard score of 100 for Mathematics at the end of Key Stage 2.
- The focus of the maths catch up will be the areas where students are significantly below the average in the KS2 examinations.

Objective	Action	Timescale	Person/s Responsible	Monitoring	Resource cost	Outcome	Status
To provide additional support to the students in year 7 who have a K.S.2 score below 100 in	Withdrawal support lessons timetabled which are taught by members of the numeracy team.	September 2019	Numeracy team	AVP Inclusion to report back to SLT in line with dates of Year 7 Progress cycles. Mathematics	£3000 for additional tuition from instructor in Mathematics	Identified catch up students within year 7 show progress in Mathematics,	

Mathematics				data assessment data used to track progress.		narrowing gap to their chronological age.	
To provide additional Numeracy support to the students in year 7 who are identified as having additional needs	T-pathway group of 14 students introduced into year 7.	September 2019	Numeracy team	AVP Inclusion to report back to SLT in line with dates of Year 7 Progress cycles. Maths assessment data used to track progress.	Directed time	Identified catch up students within nurture group show progress in numerousy.	
Maths promoted in tutor time	Tutor time mathematics competitions to be ran throughout the year.	HT1 onwards	Numeracy team	AVP Core Skills	£ 100 for prizes	Promote mathematics throughout year 7 and the wider academy.	

Objective 3:

- To provide a transition programme to introduce year 7 students to the systems and working day in the academy.
- To provide an additional transition programme for a selected number of year 7 students whom have additional needs.

Objective	Action	Timescale	Person/s Responsible	Monitoring	Resource cost	Outcome	Status
To provide a programme of transition to year 7 students including students who are identified as needing catch-up interventions	Students attend a full week of transition programmes in the Academy during the last week of the academic year	July 2020	Lead teacher transition	AVP discipline for learning	Directed time		

To provide additional transition programme for the 'early starters' who are identified through transition visits.	Students identified as requiring additional support are enrolled on the early starters programme, which gives them a bespoke integration package and allows any issues to be sorted out prior to the main transition	July 2020	Impact hub team Lead teacher transition	AVP discipline for learning	Directed time		
To provide additional transition visits for students with SEN.	Students diagnosed with SEN are invited to attend additional transition visits during the last half term of the academic year. This allows any additional needs to be identified and for parents to meet the SENCo to discuss any potential problems before the main transition week.	July 2020	SENCo	AVP inclusion	Directed time		

Abbreviations

AHT- Assistant Head Teacher

KS2 – Key Stage 2 – students aged between 9 -11

KS3 - Key Stage 3 – students aged between 11-13 (Two year programme)

KS4 - Key Stage 4 – students aged between 13-16 (Three year programme)

MAT - Multi-Academy Trust

QA - Quality Assurance

LLM - Link line management

SAN - Sirius Academy North



Sirius
ACADEMY NORTH

HofS - Head of School

DHofS - Deputy Head of School