

# Year 7 Catch-Up Premium (CUP) Strategy Statement

1. Summary information					
<b>School</b>	Stantonbury International School				
<b>Academic Year</b>	2018/19	<b>Total CUP allowance</b>	37,818	<b>Date of most recent CUP Review</b>	Sept 2018
<b>Total number of Pupils in Year 7</b>	309	<b>Number of pupils eligible for Catch Up Premium</b>	74		

2. KS2 Data of pupils eligible for Catch-Up Premium	
<b>Below 100 in English Writing</b>	25%
<b>Below 100 in English Reading</b>	30%
<b>Below 100 in Maths</b>	29%
<b>Below 100 in English and Maths</b>	24%

3. Planned expenditure					
<b>Academic year</b>	2018 - 2019				
Catch-up strategies and interventions					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Summer School	A combination of tasks using maths and literacy.	Teaching and Learning Tool Kit	Stantonbury Evaluation Cycle 1a and 3a	ECK/ABE	End of academic year
Additional English and Maths Tuition (1-1 or small group)	Undertaken during English and Maths lessons for 30 minutes. Fortnightly	Education Endowment Foundation	SIS Evaluation Cycles 1a and 3a	RCO	Each assessment cycle
Accelerated Reader	minutes. Fortnightly	Education Endowment Foundation	Weekly data and	JL/GRN	Termly following AR Star



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Accelerated Maths	sessions in the library for one hour		monitoring students' use of library books/quizzes		testing
Corrective Reader	Weekly intervention sessions	Teaching and Learning Tool Kit	Weekly monitoring and SIS Evaluation Cycles	RCO	Each assessment cycle
Catch up Literacy using Reciprocal Reading	Weekly intervention sessions	Teaching and Learning Tool Kit	Weekly monitoring and SIS Evaluation Cycles	RCO	Each assessment cycle
Revision books – Maths	Weekly 1 hour sessions	Teaching and Learning Tool Kit	Weekly monitoring and SIS Evaluation Cycles	RCO	Each assessment cycle
Sum Dog Numeracy Online Resource	Weekly intervention sessions	Teaching and Learning Tool kit	SIS Evaluation Cycles		Each assessment cycle
<b>Total budgeted cost</b>					£37,818.00

### 4. Expenditure Breakdown 2018-2019

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils as appropriate	Lessons learned (and whether you will continue with this approach)	Cost
Year 7 Residential	Contribute to cost of residential for bespoke intervention	Pupil engagement with peers and learning Increase confidence	To be reviewed July 2019	£8000
Summer School	PE teachers led the sessions	Students were enthused and barriers to learning dissolved.	To be reviewed July 2019	£3000



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Additional English and Maths Tuition (1-1 or small group)	30 minutes a week.	Enabled TAs to focus on learners' specific barriers to learning.	To be reviewed July 2019	£6300
Accelerated Reader Accelerated Maths	Fortnightly one hour sessions. Rewards and Awards issued in assemblies.	More students with library books and reading.	To be reviewed July 2019	£6000
Corrective Reading	Weekly intervention sessions.	Students more confident in lessons.	To be reviewed July 2019	£4500
Catch-up literacy using Reciprocal Reading	Weekly intervention sessions	Students more confident in lessons – improved progress	To be reviewed July 2019	£5500
Sum dog Numeracy Online resource	Weekly intervention	Students more confident in lessons	To be reviewed July 2019	£300
Ipads to support access to online programmes (x10)	Weekly intervention	Flexible working, increased engagement with concepts	To be reviewed July 2019	£3000

4. Review of expenditure				
Previous Academic Year		2017/18		
Desired outcome	Chosen action / approach	Cost (£)	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<b>Improved English attainment</b>	Summer School 1:1 tuition through Academic mentors in literacy	<b>10,010</b>	49.2% of the LPA made accelerated progress due to interventions and closed	<b>Summer school had a positive impact on pupil progress and this will continue</b>

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	<p>Small group focussed intervention sessions called Reciprocal Reader and nurture team</p> <p>Accelerated Reader</p> <p>Corrective Reader</p> <p>CPD on literacy</p> <p>Dyslexia support</p> <p>Other staff CPD to better support students</p> <p>Supplying additional resources – books and reading catch-up packs for use at home and in the library</p>		<p>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</p>	<p><b>Academic mentoring works but need to ensure we have a consistent approach in order to get most benefit</b></p> <p><b>Set up a dyslexia support club for parents</b></p>
<p><b>Improved attendance</b></p>	<p>Involvement in extracurricular activities</p> <p>Mentoring and counselling if emotional barriers exist</p> <p>Rewards and prizes to help motivate and achieve goals</p>	<p><b>2,061</b></p>	<p>Attendance for those students targeted increased by 1.4% on average</p>	<p><b>Use pupil evaluation more to look at impact of eca and incentives and rewards consultation to see what works best for pupils.</b></p>
<p><b>Improved Maths attainment</b></p>	<p>Summer school</p> <p>Small group intervention in Maths delivered using ‘Sumdog Numeracy’</p> <p>Other staff CPD to better support students</p> <p>Supplying additional resources – books CPD on numeracy</p>	<p><b>10,050</b></p>	<p>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>	<p><b>Summer school had a positive impact on pupil progress and this will continue</b></p> <p><b>Invest in Hegarty, develop more opps for Maths revision, homework support in KS3 after school and at lunch</b></p>

## 5. Additional detail

New tracking system is to be much more effective at following impact of spend in terms of small group and one to one support for individuals identified. Launch of read, write ink and impact will be pivotal in 2018-2019- all training has been completed, students identified and programme launched.