

Catch up allocation 2016-17.

The school received a total of £11, 443 in additional funding for 2016-17 in order to support students who did not achieve at least level 4 in maths or English in Key Stage 2 (Primary School) assessments in 2015. The school received £500 catch up premium for each student arriving in Year 7 in September with weak assessment results in English or maths. (The allocation was based on the same amount received in the previous year adjusted to reflect the percentage change in the Year 7 cohort; as reported in census returns.)

The funding was used to support students in a number of over-lapping strands. These are noted below.

- Curriculum support in English, maths and science to support improved literacy and numeracy.
- Support coordinated through our Achievement Centre by the Special Needs staff working out of our SEND support base. Support in Tutor Groups which included peer mentoring and printed resources linked to the 'Skills Wheel' initiative to support the development of literacy and numeracy skills in tutor time.

Spending for 2016-17 is recorded in the table below

	Allocation
Literacy and numeracy catch up coordinated through the Achievement Centre (Programmes during tutor time led by Achievement Centre staff).	£ 3, 443
Paired reading scheme	£ 1, 100
Lexia programme	£ 1, 400
Wordshark resources	£ 250
Numbershark resources	£ 250
GL Assessment programme (likely to be replaced by CATs tests next year)	£ 850
Social skills intervention and resources coordinated by HLTA	£ 1, 000
Withdrawal from targeted lessons coordinated by HLTA	£ 1, 500
Teacher intervention coordinated by Key Stage tutor group during tutor group time with literacy through science focus (teacher released from tutor duties).	£ 1, 650
	£ 11, 443

Some interventions do not have a directly quantifiable financial cost. Examples include:

- Differentiated schemes of work/lessons and additional resources created to improve engagement and accessibility. This is linked with staff training on literacy and numeracy and a refreshed 'learning cycle'.

- Peer Mentoring of Year 7 students by Year 10 students during tutor time for maths and English.
- Enrichment activities during Science week and Maths week.

Impact

The impact of these intervention on student progress has been evaluated through tracking of student progress as the year unfolded as part of our quality assurance processes. This tracking happened at a whole school level, within curriculum Directorates as well as by the SENCo and the Head of Year 7.

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