

Catch up allocation 2016-17 - evaluation

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 a scaled score of 100 (expected standard) . The school received £500 catch up premium for each student arriving in Year 7 having not met this expected standard.

(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.

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.

Evaluation of impact

Of the 35 students who were awarded catch-up funding, the data tracking systems allow us to see that:

94% made more than expected progress (in English) by the end of year 7, therefore representing that they have 'caught up' with their peers (based on internal tracking). As we look at this measure as the students move into year 8 and complete the first term, 92% of students were demonstrating good progress. This demonstrates that the impact of these strategies employed in year 7 is having positive affect on their literacy skills as they move into year 8. The Lexia programme carefully tracks the progress of the students and their particular skills and this is used to help assess their level of continued need.