



Catch-up Premium Impact Report 2016-17

September 2017

Our Vision

We are completely committed to providing the best teaching and learning and targeted support for all pupils who did not meet National Standard for literacy and numeracy.

Progress for every child is at the heart of all we do at Forge Valley School. This is key to the ethos of the school. Promoting ‘ambition, endeavour and success’ with all pupils is a central aspect of our Vision 2018+. A culture of high expectations is ever present, ensuring all pupils are striving for the best at all times, regardless of any barriers to learning that may exist. By developing a culture of ambition, endeavour and success, and by embracing cutting edge, evidence-based research, we hope to further improve outcomes for all pupils, especially those who start school with us in Year 7 at below National Standard.

In 2016, Forge Valley School received £17,000 funding to support 39 pupils who did not achieve National standard in mathematics and 60 in reading at the Key Stage 2 assessment stage.

The following table details provision implemented, provision available and planned strategies to raise attainment. The impact of these strategies and the outcomes of this group are regularly monitored by the schools senior leaders and the Governing Body to ensure strategies are fit for purpose. Impact evidence is linked to each strategy and can be found within the Appendix.

The evaluation of strategies used in the last academic year have led to further developments in our strategies for catch-up pupils. The modifications for practice which will be applied in the 2017-18 academic year can be found in the Appendix.

Timescale for review

We will always review the catch-up premium strategy after each KS3 assessment point. Assessment points are in November, April and June.



Academic Year 2016-17 to date

Action/Targeted area:	Funds:	Impact area:
<p>£17,000 additional funding to support 34 pupils who did not achieve level 4, 5 or 6 in reading or mathematics at the Key Stage 2 assessment stage.</p>	<p>£17,000</p>	<p>The achievement of all catch-up pupils is known across Maths and English subjects.</p> <p>25 children were involved in the literacy interventions across Y7, this incorporated any student below a L4 in Year 7 English. All pupils involved in intervention, made average progress of 2 fine grades across the year. The students who were given not given an intervention made a slower rate of progress. We recognise that this shows out intervention strategy and use of catch-up funding was effective (see impact data in Appendix 1).</p> <p>2016-17, 25 children were also involved in the above numeracy intervention, as facilitated by the additional capacity provided our HLTS Sally Allen. The pupils were identified as those who lacked a concept of number and the number system and therefore, could not grasp basic arithmetic skills. The impact on data using new 9-1 grades shows that the average rate of progress for other pupils was 2 fine grades. This shows that the intervention had an impact on pupil progress (see impact data in Appendix 1).</p>

STAFFING COSTS AND EDUCATIONAL SERVICES

Action/Targeted area:	Funds:	Impact area:		
<p>5% salary of two staff to conduct revision sessions for catch up pupils for English and Maths</p> <table border="1" data-bbox="206 1182 730 1225"> <tr> <td data-bbox="206 1182 468 1225">Low cost</td> <td data-bbox="468 1182 730 1225">High Impact</td> </tr> </table>	Low cost	High Impact	<p>£1,800</p>	<p>To raise the rate of progress of pupils who did not meet national standard at KS2. By working with the identified pupils we have begun the process of allowing students to catch up in English. This process helps to prepare pupils for the more rigorous GCSE 9-1 examinations. For those pupils who attended intervention, it was very successful. Please see intervention impact statement from MB to get up to date data.</p>
Low cost	High Impact			



<p>2% salary of Numeracy coordinator to coordinate the actions of Maths teachers and form tutors in the delivery of high impact intervention and quality first teaching for these vulnerable pupils.</p>	<p>£800</p>	<p>To raise the rate of progress of pupils who did not meet national standard at KS2. By working with the identified students we have begun the process of allowing students to catch up in maths. This process is ongoing and forms part of a wider strategy in maths/numeracy and to prepare students for the more rigorous GCSE 9-1 examinations. Pupils now have form time intervention in maths to accelerate their progress. Also for numeracy, a successful outcome was seen for those pupils who attended intervention. Please see intervention impact statement from MB to get up to date data.</p>		
<table border="1"> <tr> <td data-bbox="210 443 470 478">Low cost</td> <td data-bbox="470 443 730 478">High Impact</td> </tr> </table>	Low cost	High Impact		
Low cost	High Impact			
<p>15% salary of a teacher to lead accelerated reader programme and catch up intervention programme.</p> <p>Plus</p> <p>3% of Literacy coordinator salary</p>	<p>£6,687</p> <p>One hour per week</p> <p>Time for resourcing and coordination.</p>	<p>Literacy and the culture of reading underpin academic success. The accelerated reader programme has been a success.</p>		
<table border="1"> <tr> <td data-bbox="210 810 470 845">High cost</td> <td data-bbox="470 810 730 845">High Impact</td> </tr> </table>	High cost	High Impact		
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<p>Payment for summer school for 11 pupils who qualified for catch up premium.</p>	<p>£330</p>	<p>The summer school which took place in August 2017 was a great success. Over 40 disadvantaged students from our feeder primary schools attended and enjoyed additional literacy, maths and sport sessions. These children will now be monitored by the behaviour and attendance team to ensure a strong start to the new academic year.</p>		
<table border="1"> <tr> <td data-bbox="210 1058 470 1093">Low cost</td> <td data-bbox="470 1058 730 1093">Low Impact</td> </tr> </table>	Low cost	Low Impact		<p>Feedback from the summer school was very positive and all pupils were more comfortable in starting at Forge Valley School.</p>
Low cost	Low Impact			
<p>25% salary of a teacher to lead the foundation learning group.</p>	<p>£7,400</p>	<p>To raise the rate of progress of pupils who did not meet national standard at KS2. Impact of the FL groups has been evident. Pupils further up the school that were once part of the FL tier have a faster rate of progress than those who were not. This is evident in both reading and in Maths and English attainment. Please see the evidence from the FL tier review.</p>		



Lexia and spelling staffing	£0	There were 8 hours of intervention time with an LSA using Lexia and Units of Sound. The Lexia funding was taken through Pupil Premium because it was a whole school. However, there were focussed sessions with our least able Year 7 students to compliment the Catch-up Premium. Newfield is adamant that the lowest ability Year 7 students will make accelerated progress to catch up with their peers.
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The catch up money was only a contribution to the staffing costs for the interventions. Additional staffing costs that were incurred through the level of support decided as part of this programme were financed from the whole school capitation.

Appendix

Year 7 Impact Data – English and mathematics

The data shows that catch-up pupils performed slightly lower than other pupils in English but the difference was small. For mathematics there is a greater gap in achievement. All of these pupils continue to be targeted for intervention in order to accelerate their progress even more.

Group	English - Distance from end of year aspirational target (fine grades)
Catch-up pupils	-5.3 below target
Other pupils	-4.7 below target

Group	Mathematics - Distance from end of year aspirational target (fine grades)
Catch-up pupils	-4.0 below target
Other pupils	-1.6 below target

