

Forge Valley School
Closing the Gap



Catch Up Premium
Spending Statement
2017-18

Appendix 2 - Next steps for catch-up strategy

In 2015-16, we had 34 pupils eligible for the catch up premium and received £17,000 consequently, in 2016 – 2017 and again in 2017-18, schools will receive the same overall amount of year 7 catch-up premium funding they received in 2015-2016. This will be adjusted to reflect the percentage change in the size of their year 7 cohort, based on the October 2017 census. We will look to produce a detailed spending plan once we are certain of the numbers eligible for the funding, certainly before the release of funding in March. In 2016-17, the funding was used for small group tuition, intensive small-group tuition and a summer school. We envisage a similar strategy in 2017-18, with further targeted strategies relating to improving reading and numeracy.

Please note the plan outlined is exactly that – a plan. The strategy for effectively using the Catch-Up Premium is constantly under review and therefore the plan is potentially subject to change.

| Academic Year 2015-16 to date | | | | |
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| Action/Targeted area: | Funds: | Impact area: | | |
| Additional funding is set to be similar at around £17,000 to support pupils who did not achieve level 4 in reading or mathematics at the Key Stage 2 assessment stage. This figure will be finalised once the funding is received. | £17,000 | The achievement of all catch-up pupils is known across Maths and English subjects (See impact Data in Appendix 1) | | |
| STAFFING COSTS AND EDUCATIONAL SERVICES | | | | |
| Action/Targeted area: | Funds: | Impact area: | | |
| Continue to finance 5% salary of two staff to conduct revision sessions for catch up pupils for English and maths. | £1,800 | To raise the rate of progress of pupils who did not meet national standard at KS2. Materials are provided by the relative departments with a specific focus on the skills required for the first assessment. These sessions started in September 2017 and will continue until November 2017. From this point, pupils will be incorporated into standard intervention sessions at KS3. See KS3 intervention impact evidence. | | |
| <table border="1"> <tr> <td>Low cost</td> <td>High Impact</td> </tr> </table> | Low cost | High Impact | | |
| Low cost | High Impact | | | |

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|---|-------------|--|--|---|
| <p>2% salary of Numeracy coordinator</p> <table border="1" data-bbox="192 272 719 312"> <tr> <td data-bbox="192 272 456 312">Low cost</td> <td data-bbox="456 272 719 312">High Impact</td> </tr> </table> | Low cost | High Impact | <p>£800</p> | <p>To raise the rate of progress of pupils who did not meet national standard at KS2 and 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> |
| Low cost | High Impact | | | |
| <p>To strategically place these pupils into FL tier for Maths and English</p> <table border="1" data-bbox="192 459 719 499"> <tr> <td data-bbox="192 459 456 499">Low cost</td> <td data-bbox="456 459 719 499">High Impact</td> </tr> </table> | Low cost | High Impact | <p>£0</p> | <p>To raise the rate of progress of pupils who did not meet national standard at KS2 and to monitor the progress of these groups closely.</p> <p>To ensure deliberate practice for these pupils, staff will:</p> <ul style="list-style-type: none"> • be acutely aware of these pupils and their barriers to learning • analyse progress made by these pupils <p>Please see KS3 progress reports as well as feedback available from LB who teaches the FL tier pupils.</p> |
| Low cost | High Impact | | | |
| <p>To complete a re-assessment of all pupils in Year 7 Mathematics using the KS2 SATS paper. Pupils use DIRT time to react to specific feedback given by their classroom teacher. Results of this re-assessment help to refine further the setting of pupils in Mathematics.</p> <table border="1" data-bbox="192 975 719 1015"> <tr> <td data-bbox="192 975 456 1015">Low cost</td> <td data-bbox="456 975 719 1015">High Impact</td> </tr> </table> | Low cost | High Impact | <p>£0</p> | <p>To give specific feedback to pupils who did not meet the national standard in Mathematics.</p> <p>To ensure each pupil's need is highlighted and to make teaching staff aware of needs.</p> <p>To reinforce the correct groupings of such pupils into teaching sets at KS3.</p> |
| Low cost | High Impact | | | |
| <p>15% salary of a teacher to lead accelerated reader programme and catch up intervention programme plus 3% of Literacy coordinator salary.</p> <table border="1" data-bbox="192 1206 719 1246"> <tr> <td data-bbox="192 1206 456 1246">High cost</td> <td data-bbox="456 1206 719 1246">High Impact</td> </tr> </table> | High cost | High Impact | <p>£6,687</p> <p>One hour per week</p> <p>Time for resourcing and coordination</p> | <p>From September 2017, the weakest readers will be identified and follow an accelerated reading programme with one of the AHTs. Pupils will be placed into small groups and follow an intensive week programme of reading and literacy intervention. This is coordinated in conjunction with the literacy coordinators and the Director of English.</p> |
| High cost | High Impact | | | |
| <p>Parental meetings / presentations focused on the importance of reading.</p> | | <p>Pupils and parents will be invited to a meeting where they will be offered reading support to continue the drive to improve literacy from the home. We want to further understand</p> | | |

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| | | what parents / carers are doing to improve reading standards with their child and support them with ideas. In 2017-18 we are ensuring that literacy is the core business of all staff in every subject area. Pupils will be less frequently removed from lessons which we believe this will have a higher impact so long as all staff see literacy as 'core business'. | | |
| Paired Reading | £0 | Key pupils will work with trained Year 12 students to become paired readers. Staff members have also volunteered their support to complete this. | | |
| Year 7 numeracy lessons in form time | £0 | Pupils have an additional lesson of maths per week with within form time, focused around basic number structure and the four foundation operations. Progress will be monitored through repeated tests at each assessment point. The topics are based around KS2 arithmetic assessments. | | |
| Payment for Summer school for 11 pupils who qualified for catch up premium. | £330 | To make the process of transition smooth for these pupils and to give them extra support in numeracy and literacy. | | |
| <table border="1"> <tr> <td>Low cost</td> <td>Low Impact</td> </tr> </table> | Low cost | Low Impact | | |
| Low cost | Low Impact | | | |
| 25% salary of a teacher to lead the foundation learning group. | £7,400 | To raise the rate of progress of pupils who did not meet national standard at KS2 | | |
| Year 8 maths and English targeted | £0 | <p>It was recognised that there is a need for further transition for pupils who were previously part of the Foundation Learning Tier for English and maths. Most of the previously foundation learning pupils were those who did not achieve a 100 scaled score at KS2 English or maths. In few cases this is not true as pupils have been incorporated into this group based on need.</p> <p>In maths, the pupils are completing the exploring maths tier 2 which was aimed at taking pupils from an old level 2 to a GCSE Grade 3. These pupils will follow this curriculum throughout Year 8 and then they will follow the same curriculum as other pupils in Year 9. This will be reviewed in September 2018.</p> <p>In Y8 English, the pupils use additional literacy aids from 'ReadingWise' where the pupils will complete a decoding programme. Pupils will then go on to complete a reading</p> | | |

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| | | <p>comprehension package using 'ReadingWise'. Furthermore, pupils will complete differentiated assessments at each KS3 assessment point.</p> <p>The costs that were incurred through the level of support decided as part of this programme were financed from the whole school capitation.</p> |
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