



Catch-up Premium Impact Report 2015-16 **(Including 2016-17 Strategy)**

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 without question 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 2016+. 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 2015 Forge Valley School received £17,000 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. This figure is set to be similar for the 2016-17 academic year.

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 **Appendix 1**.

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 2016-17 academic year can be found in **Appendix 2**.

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 2015-16 to date		
Action/Targeted area:	Funds:	Impact area:
£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.	£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:		
5% salary of two staff to conduct revision sessions for catch up pupils for English and Maths <table border="1"> <tr> <td>Low cost</td> <td>High Impact</td> </tr> </table>	Low cost	High Impact	£1,800	To raise the rate of progress of pupils who did not meet national standard at KS2
Low cost	High Impact			
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. <table border="1"> <tr> <td>Low cost</td> <td>High Impact</td> </tr> </table>	Low cost	High Impact	£800	To raise the rate of progress of pupils who did not meet national standard at KS2.
Low cost	High Impact			
15% salary of a teacher to lead accelerated reader programme and catch up intervention programme. Plus 3% of Literacy coordinator salary <table border="1"> <tr> <td>High cost</td> <td>High Impact</td> </tr> </table>	High cost	High Impact	£6,687 One hour per week Time for resourcing and coordination.	Literacy and the culture of reading underpins academic success.
High cost	High Impact			
Payment for summer school for 11 pupils who qualified for catch up premium. <table border="1"> <tr> <td>Low cost</td> <td>Low Impact</td> </tr> </table>	Low cost	Low Impact	£330	To make the process of transition smooth for these pupils and to give them extra support with their numeracy and literacy
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		



Appendix 2 next steps for catch-up strategy

Evaluation of catch-up support offered in the 2015-16 academic year gave rise to some modifications to practice. The plan detailed below is now in place and will be refined further depending on the progress of the highlighted pupils.

Academic Year 2015-16 to date				
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, 5 or 6 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. Materials are provided by the relative departments with a specific focus on the skills required for the first assessment. These sessions started in September 2016 and will continue until November 2016. From this point, pupils will be incorporated into standard intervention sessions at KS3.	£1,800	To raise the rate of progress of pupils who did not meet national standard at KS2		
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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.	£800	To raise the rate of progress of pupils who did not meet national standard at KS2.		
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Low cost	High Impact			
To strategically place these pupils into teaching groups in Year 7 and to ensure deliberate practice for these pupils: <ul style="list-style-type: none"> Raising teaching staff awareness of these pupils (Marked on seating plans) 	£0	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.		



<ul style="list-style-type: none"> • Specific analysis of progress made by these pupils • Inclusion of such pupils into intervention, where necessary. 				
<table border="1"> <tr> <td>Low cost</td> <td>High Impact</td> </tr> </table>	Low cost	High Impact		
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>	£0	<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>		
<table border="1"> <tr> <td>Low cost</td> <td>High Impact</td> </tr> </table>	Low cost	High Impact		
Low cost	High Impact			
<p>In English, to set pupils in a group together so that targeted support can be given to these pupils.</p>	£0	<p>To give specific feedback to pupils who did not meet the national standard in English.</p> <p>To ensure each pupil's need is highlighted and to make teaching staff aware of needs.</p>		
<table border="1"> <tr> <td>Low cost</td> <td>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.</p> <p>Reading age is closely monitored and strategies are put in place to support pupils whose reading ability is lower than expected. This is coordinated by the literacy coordinator.</p>		
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High cost	High Impact			
<p>Payment for Summer school for 11 pupils who qualified for catch up premium.</p>	£330	<p>To make the process of transition smooth for these pupils and to give them extra support in numeracy and literacy.</p>		
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