

### Catch Up Funding

In 2016-17, we anticipated receiving £16,500 in catch-up funding. We actually received £17,000. We have evaluated the impact of this funding below.

Activity	Cost	Purpose	Expected outcomes	Evaluation
Fresh Start	£1438	To ensure that all pupils are able to decode and to accelerate the progress of those pupils who have not learnt to read to the requisite standard needed to access the curriculum. To accelerate the English Language skills of EAL pupils.	<ul style="list-style-type: none"> <li>All pupils (that have been with us in Y7) will be able to decode</li> <li>All EAL pupils will have a detailed understanding of phonics in English</li> <li>EAL and catch-up pupils are able to access a full curriculum by the time they are in Y8</li> </ul>	<p>Pupils with prior attainment band of 1, made an average of 0.6 band of progress above national expectations.</p> <ul style="list-style-type: none"> <li>GL data shows that in English Y7 and Y8 are 'significantly higher than the national average' with the most notable differences being in a much smaller number of pupils falling into the 'low' category. This has been consistent over the last three years.</li> </ul>
Diagnostic Screening and ongoing testing	£1000	To ensure that we have a detailed understanding of the particular strengths and development points for catch-up pupils. Therefore ensuring that they are grouped appropriately and put onto the correct curriculum pathway.	<ul style="list-style-type: none"> <li>Pupils are grouped appropriately to get the support that they need</li> <li>Pupils are put onto the correct curriculum pathway, which enables them to make rapid and sustained progress</li> <li>Teachers have diagnostic information which informs their teaching and supports them to meet the needs of catch-up pupils</li> <li>Reading progress is measured in a meaningful and standardised way.</li> <li>Online reading testing introduced.</li> </ul>	<ul style="list-style-type: none"> <li>'Pupils who have special educational needs and/or disabilities and those who speak English as an additional language are well supported.' Ark Monitoring Visit, Nov 2016</li> <li>Staff demonstrate high expectations. This includes daily routines, teachers' planning, and the levels of challenge being provided for pupils of different abilities. Ark Monitoring Visit, June 2017</li> </ul>
Reading comprehension programme	£1500	To ensure there is provision for pupils who complete the Fresh Start Modules to develop their reading comprehension to age expectations.	<ul style="list-style-type: none"> <li>Pupils can read confidently and fluently at an age related standard or above.</li> <li>Pupils can use reading skills and text comprehension to understand new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>100% of band 1 pupils made NEP+ in English, 92% made more than NEP; 75% of all low prior attainers made NEP+ in English.</li> <li>GL Tests showed reading to be a strength. Our cohort scored higher than national in all three reading skills tested.</li> </ul>
Library & Reading for Pleasure books	£2000	Ensure that there are appropriate reading materials and a quiet reading space for catch-up and EAL pupils. Provide dual-language books,	<ul style="list-style-type: none"> <li>Pupils practise reading</li> <li>EAL pupils continue to develop their cognitive abilities and reading in their home language</li> </ul>	<ul style="list-style-type: none"> <li>Fresh Start support visits identified excellent practice in these sessions.</li> <li>Pupil progress in reading is outlined above.</li> <li>CPD sessions were also used to develop teacher expertise in supporting other areas of</li> </ul>

		dictionaries and age appropriate, low reading age books.	<ul style="list-style-type: none"> <li>• Pupils learn to use a dictionary and become more independent</li> <li>• Pupils can get extra reading support</li> </ul>	<p>need such as handwriting, basic numeracy and dyslexia – pupil progress figures demonstrate the impact of this in these areas.</p> <ul style="list-style-type: none"> <li>• ‘Pupils are expected to apply their English skills in all curriculum areas. The use of English mastery has enhanced their knowledge and understanding of the use of correct punctuation and grammar.’, Ark Monitoring Visit, Nov 2016</li> </ul>
Training for staff	£3000	Teacher expertise in supporting catch up pupils is developed. This fund will be used for Fresh Start training as well as other individual or group CPD that is pertinent to the needs of these pupils.	<ul style="list-style-type: none"> <li>• Teachers design a curriculum and deliver lessons that meet the needs of catch-up pupils</li> <li>• Teachers are knowledgeable about the range of strategies and programmes available to support catch-up pupils</li> <li>• Catch up pupils make rapid and sustained progress</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted maths intervention ran throughout the year. The impact is reflected in the progress data outlined below.</li> </ul>
Maths Intervention	£2205	Wave 2 intervention programmes are used to ensure that no pupils fall behind	<ul style="list-style-type: none"> <li>• Catch up pupils narrow the gap</li> <li>• Pupils improve their basic numeracy skills as a basis for all other mathematics work</li> </ul>	<ul style="list-style-type: none"> <li>• The numeracy strategy is embedded into SOW and linked to all aspects of the academy, including the Character Programme and family dining,</li> <li>• Weekly maths problems are discussed with tutors.</li> <li>• Teacher training has been high quality and impact is evidenced in observations (see Ofsted comment above as example) and maths progress data (see below)</li> <li>• There is a strong focus on the development of skills and understanding across the phase. (Ark Monitoring Visit, June 2017)</li> </ul>
Numeracy Across the Curriculum	£500	Provide pupils with numeracy skills and reference points to use numeracy effectively in their everyday lives as well as in their learning.	<ul style="list-style-type: none"> <li>• Pupils develop a practical understanding of basic numeracy</li> <li>• Pupils have numerical reference points that enable them to complete everyday tasks more effectively such as: organising time, estimating quantities, budgeting</li> </ul>	<ul style="list-style-type: none"> <li>• See below for further progress measures</li> </ul>
Maths Groupings	£2000	Ensure that the pupils with the lowest entry levels for maths are taught in smaller groups.	<ul style="list-style-type: none"> <li>• Pupils make rapid progress</li> <li>• Teachers are able to provide intensive and tailored support to all learners</li> </ul>	<ul style="list-style-type: none"> <li>• The pupils falling into the ‘below average category’ was between 2 and 5% lower than the national average in GL testing.</li> </ul>

				<ul style="list-style-type: none"> <li>• 100% band 1 Y7 pupils were on/above NEP in Ark common assessments.</li> <li>• The ongoing impact of this can be seen in standardised maths scores in Y9, where only one pupil fell into the 'very low' category. The national average is 4% of pupils.</li> </ul>
Maths Mastery	£3000	To solidify pupil understanding of the basics within mathematics. This mastery curriculum ensures that pupils build their learning up through a three year cumulative approach to maths.	<ul style="list-style-type: none"> <li>• Pupils with less level 3 and below at KS2 make rapid progress</li> <li>• Pupils develop their basic numeracy skills as a basis for other mathematics work</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils scored higher than the national average in 'conceptual understanding' and 'mathematical reasoning' in GL.</li> <li>• Whilst the cohort scored 2 percentage points lower in facts and procedures, this was limited to the content areas not yet covered by the curriculum.</li> </ul>
Total	£16643			