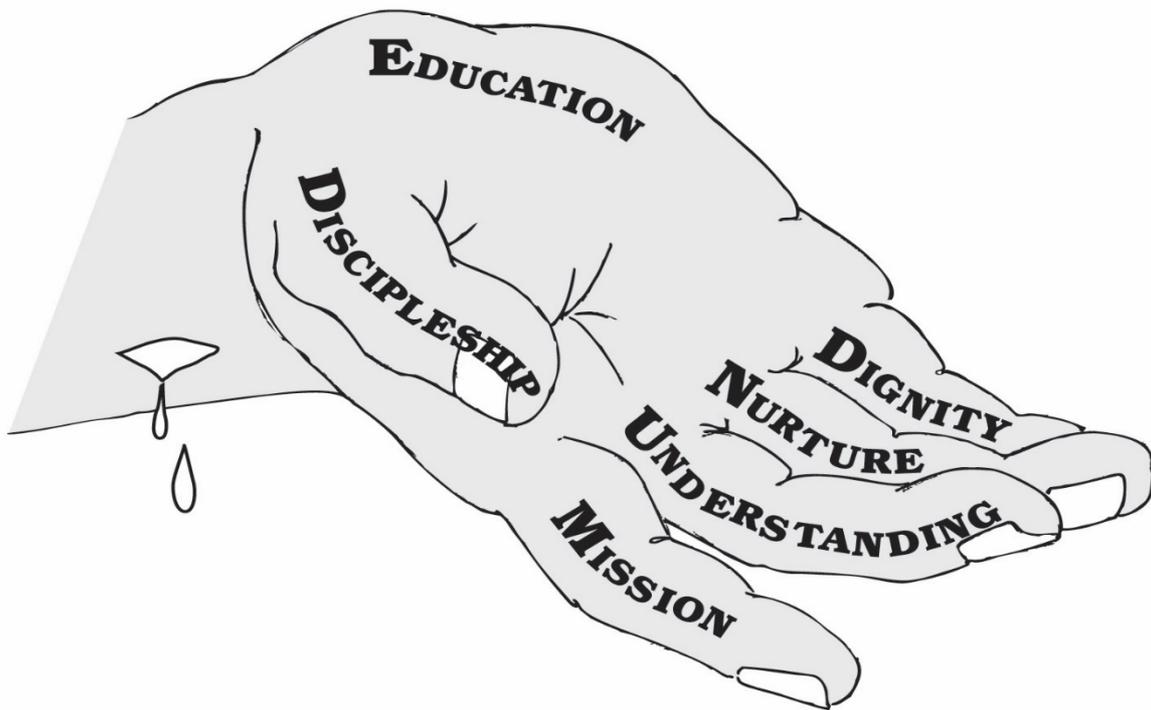


CATCH UP POLICY

The Mission Statement

Prepare the way of the Lord



Dignity - To respect the value and work of ourselves and others as children of God (Genesis 1:17 - Created in the image of God).

Mission - To let God be known through words and actions (Mt 7:12 - "Do for others, what you want them to do for you")

Understanding - To respond to the needs of others (Mt 7:7 - "Ask, and you will receive; seek and you will find; knock, and the door will be opened to you.")

Nurture - To allow all to grow to full potential (John 15:5 - "I am the vine and you are the branches. Those who remain in me, and I in them, will bear much fruit.")

Discipleship - To follow Christ in Faith, Hope and Love. (Mk 1:16 "Follow Me.")

Catch up Policy

The literacy and numeracy catch-up premium provides schools with an additional £500 for each year 7 pupil who did not achieve at least level 4 in reading and/or maths at the end of key stage 2.

It is provided to all state-funded schools with a year 7 cohort, including special schools, alternative provision (AP) settings and pupil referral units (PRUs).

Using the funding

In January 2013, David Laws, the Minister of State for Schools, wrote to head teachers of year 7 pupils about the year 7 catch-up premium and how this money should be used.

You should assess the needs of the individual pupils in your school to decide the best way to use the funding. You should select programmes and approaches which have either been proved to be effective or are showing early promise.

Effective use of funding to support catch-up may include:

- individual tuition in addition to classroom teaching
- intensive small-group tuition
- purchasing external services and materials to add to those provided by the school, for example tutor services or proven computer-based learning or online support
- summer or holiday schools to deliver intensive catch-up over a short period

The review of research on proven literacy and numeracy catch-up provides examples of effective approaches and programmes, and a summary of organisations offering research and evidence about effective practice.

Catch up Premium income 2015/16 £11,000

How was this money being spent?

The money was spent to support a summer school. During the summer school, students were given an induction programme that involved a school orientation, literacy and numeracy sessions and team building activities. Throughout the year students have received support through our Learning Zone which has incorporated resources such as; Lexia, IDL and Symphony which offers bespoke 'catch-up' support.

Desired impact:

It was intended that students feel confident prior to arriving at the school. They were given the experience so that they may know their way around and feel comfortable being taught by SEA staff. It was also intended that relationships be formed with these teachers in order that again, help could be given were necessary in the first few weeks in particular. The in school programmes are design to support students so that their progress is accelerated and so that they may access mainstream classes.

Review:

Following the Term 2 data the progress of students in receipt of the premium has surpassed that of their peers (Table A). The average sub-levels of progress is above that of the other ability bands and in all progress measures at 2 sub-levels of progress (Table B), pupils in receipt of the Catch Up premium are outperforming others as represented in the following tables:

Table A - Headline Progress Figures

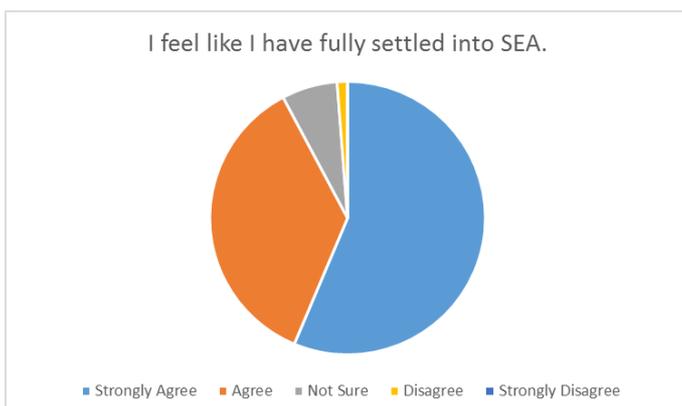
KS2 / Progress Summary	Banding	Total	Percent
Average Core KS2 Level Per Student	ALL	5c	
	Lower	3b	
	Middle	4b	
	Upper/High	5b	
Average KS2 Core APS per Student	ALL	30.25	
	Lower	20.87	
	Middle	27.63	
	Upper/High	32.29	
Average Sublevels of Progress per Student	ALL	1.66	
	Lower	1.75	
	Middle	1.63	
	Upper/High	1.68	

Table B - 2 SLOP Summary

2 Sub LOP Summary	Banding	Term 1A Total	Term 1A Percent	Term 1B Total	Term 1B Percent	Term 2 Total	Term 2 Percent
Pupils with 3 x subjects making 2 + Sub LOP	ALL	0	0	167	68.2 ↑	243	99.2 ↑
	Lower	0	0	9	100 ↑	9	100
	Middle	0	0	54	63.5 ↑	84	98.8 ↑
	Upper/High	0	0	104	68.9 ↑	150	99.3 ↑
Pupils with 3 x subjects making 2 + Sub LOP inc Eng	ALL	0	0	70	28.6 ↑	137	55.9 ↑
	Lower	0	0	5	55.6 ↑	6	66.7 ↑
	Middle	0	0	25	29.4 ↑	55	64.7 ↑
	Upper/High	0	0	40	26.5 ↑	76	50.3 ↑
Pupils with 3 x subjects making 2 + Sub LOP inc Maths	ALL	0	0	30	12.2 ↑	71	29 ↑
	Lower	0	0	2	22.2 ↑	3	33.3 ↑
	Middle	0	0	3	3.5 ↑	18	21.2 ↑
	Upper/High	0	0	25	16.6 ↑	50	33.1 ↑
Pupils with 3 x subjects making 2 + Sub LOP inc Eng/Maths	ALL	0	0	10	4.1 ↑	45	18.4 ↑
	Lower	0	0	2	22.2 ↑	3	33.3 ↑
	Middle	0	0	1	1.2 ↑	14	16.5 ↑
	Upper/High	0	0	7	4.6 ↑	28	18.5 ↑
Pupils with 3 x subjects making 2 + Sub LOP inc Sci	ALL	0	0	59	24.1 ↑	163	66.5 ↑
	Lower	0	0	3	33.3 ↑	8	88.9 ↑
	Middle	0	0	20	23.5 ↑	60	70.6 ↑
	Upper/High	0	0	36	23.8 ↑	95	62.9 ↑
Pupils with 3 x subjects making 2 + Sub LOP inc Eng/Maths/Sci	ALL	0	0	2	0.8 ↑	35	14.3 ↑
	Lower	0	0	1	11.1 ↑	3	33.3 ↑
	Middle	0	0	0	0	11	12.9 ↑
	Upper/High	0	0	1	0.7 ↑	21	13.9 ↑

Furthermore, a student questionnaire revealed that students as a whole were very happy after their transition to high school. This is reflected in the graph below (Table C):

Table C - Student Voice Feedback



Policy Review:

This Policy will be reviewed annually

Date Policy AdoptedCurriculum and Standards Meeting 17 May 16.....

SignedS Westhead..... **Chair of the Governing Body**