

Pupil Premium report – All Saints Catholic High School – Report for 2015-16 and Proposals for 2016-17

Introduction

The Pupil Premium is a Government initiative designed to target resources on those pupils deemed to be from a disadvantaged background. Specifically the Pupil Premium money is provided for those pupils who have been on Free School Meals (FSM) at any point over the past 6 years (Ever 6) or those children who have been looked after continuously for at least 1 day in the same period (CLA), those adopted from care or children of the armed services.

All Saints Catholic High School Grant Allocation

The All Saints Catholic High School Pupil Premium allocation for the academic year 2015-16 was as follows:

Pupil Premium Eligible Pupils at All Saints Catholic High School: 280 pupils* (27.8% of total students Y7-Y11)

Pupil Premium Funding 2015-16: £261,800

**Note that the final allocation is based on the January census and actual number of pupils eligible can vary throughout the year due to pupils leaving, joining and changes in circumstances*

Also included in Pupil Premium report: **Y7 Catch Up Funding 2015-16: £11,000**

For the current academic year

Pupil Premium Eligible Pupils at All Saints Catholic High School 2016-17: 287 pupils* (28.2% of total students Y7-Y11)

Pupil Premium Funding 2016-17: £268,345

**Note that the final allocation is based on the January census and actual number of pupils eligible can vary throughout the year due to pupils leaving, joining and changes in circumstances*

Also included in Pupil Premium report: **Y7 Catch Up Funding 2016-17: £11,000**

Summary of the main barriers to educational achievement faced by eligible pupils at the school

- Levels of literacy and numeracy are lower for Catch Up pupils, especially for reading, writing and mental arithmetic.
- Students with low attendance, engagement in learning, some poor emotional wellbeing
- Parents or carers struggling to support their children emotionally and educationally
- Limited life experiences due to social, cultural and financial barriers
- Students joining the school with poor communication skills, due to a language barrier, and under-developed social skills

This report documents how All Saints Catholic High School used this funding and how the eligible pupils have performed in comparison to the rest of the school pupils as well as in comparison to local and national data. The School has used the funding to employ and part fund members of staff with a particular focus on Pupil Premium students and also to implement a variety of initiatives aimed at raising the attainment of eligible pupils and reducing any discrepancies in achievement.

The following pages detail how the funding was spent and the impact on student outcomes

Impact of Pupil Premium Funding 2015-16

The attainment and academic progress of Year 11 pupils eligible for Pupil Premium this year was as follows:

Performance of Y11 Pupil Premium Pupils in 2016 compared to 2015 (Old Measures)				
	2015		2016	
	FSM Ever 6 pupils	Non- FSM Ever 6 pupils	Pupil Premium pupils	Other pupils
% of students making expected progress in English	56	68	69	78
% of students making better than expected progress in English	9	24	30	47
% of students making expected progress in maths	25	68	44	58
% students making better than expected progress in maths	9	38	19	27
% achieving 5+ A*-C including English and maths	13	55	37	59
% achieving 5+ A*- G	88	96	91	97

	Disadvantaged pupils	Other pupils
Post 16 destinations in 2013/14 of 2012/ 13 Key stage 4 disadvantaged pupils	98	96

Performance of Y11 Disadvantaged Students (PPI) in 2016 compared to 2015 (New Measures)					
	2015		2016		
	Whole School Cohort (Raise Data)	FSM Ever 6 School	Whole School Cohort (Raise Data)	Disadvantaged (PPI) School	All National
Progress 8 Overall	-0.10	-0.48	0.03	-0.37	0.0
Progress 8 English	-0.26	-0.53	-0.09	-0.67	0.0
Progress 8 Mathematics	-0.10	-0.79	-0.23	-0.51	0.0
Progress 8 eBacc element	-0.21	0.14	0.10	-0.19	0.0
Progress 8 Open element	-0.30	-0.85	0.21	-0.24	0.0

Pupil Premium Spending 2015-16

SPENDING SUMMARY	
Area of Spend	Amount Spent
Academic Support	£105,445
Staff focused on Eligible Pupils	£126,508
Pastoral Support & Enrichment	£3,300
Offsite Provision	£28,285
TOTAL	£263,538

The Grid below details how All Saints Catholic High School used their allocation of funding during 2015-16 and how the impacts were measured:

Area of Spend	Contribution from Pupil Premium	Description of Activity or intervention	Intended Outcomes	How impact is to be measured	Impact of Activity Intervention
ACADEMIC SUPPORT:					
Enhanced Departmental capitation	£7,000	Money made available to academic departments to support PPI students. This can be spent at the discretion of the departments but has been used to fund revision guides, materials (in lessons where we would normally ask for a voluntary contribution) and stationery for PPI students	Departments provide specialist resources to enable students to fully access the curriculum	Analysis of engagement in learning	Engagement in learning data for classes in departments shows good or better
Maintain literacy specialist within the SEN department	£18,900	Literacy specialist working particularly with Key Stage 3 pupils	Reading ages and comprehension improves to allow students to access mainstream curriculum	Progress against known starting points tracked across 5 data entry points for each year	80% of students on literacy intervention programs improve reading age in year 7
Maintain additional staffing in English & Mathematics	£64,800	Provides a range of intervention strategies at all ages	Class sizes are reduced meaning students needing increased support are able to access this during lesson time	Progress against known starting points tracked across 5 data entry points for each year	Progress in English for all students was -0.1 compared to -0.6 for the disadvantaged and in mathematics -0.2 for all students compared to -0.3 for the disadvantaged
Maintain Literacy Co-ordinator	£7,900	Staff CPD programme, development of literacy teachers tool kit. Lesson observations and follow up support	Literacy policy is evident in marking and feedback and leads to PPI students making expected progress	A number of CPD sessions held for staff throughout the year. Staff have a focused approach on literacy throughout the school	60 staff attend literacy CPD. Work scrutiny reveals literacy policy being embedded by class teachers
Academic Mentor programme	Staff Time – 400 hours across the year. 37% PPI students £6,845	Allocated time for 8 senior academic mentors to work with Year 11 students for 100 minutes a week.	Students are better aware of and feel more confident about their progress and what they need to do to achieve results.	Records of meetings kept, review of cycle data shows positive improvement.	95% of PPI students attended mentor meetings

Area of Spend	Contribution from Pupil Premium	Description of Activity or intervention	Intended Outcomes	How impact is to be measured	Impact of Activity Intervention
STAFF FOCUSING ON ELIGIBLE PUPILS					
Assistant Head Teacher working within the SEN Department	Half a day a week £7,226	Individual has responsibility for pupil tracking and specific responsibility for Pupil Premium students	PPI cohort to make expected progress similar to or better than national performance and narrowing of gap compared to non- PPI students	Progress against known starting points tracked across 5 data entry points for each year	See table in section above for Y11 outcomes in 2015-16
Retention of personnel to augment data analysis in school	1 day a week £4,050	Employment of additional staff to prepare data for analysis and pupil tracking	School leadership are made aware of issues with students on a timely basis so interventions can be put in place.	Progress against known starting points tracked across 5 data entry points for each year	See table in section above for Y11 outcomes in 2015-16
Family Support Worker (Contracted from Diocese of Hallam Caring Services)	Included in cost of counsellors below	The Family Support Worker liaises with families offering support and guidance with issues including attendance, family problems, relationships etc.	Increased parental engagement and better ability to resolve issues faced in families resulting in students who can better concentrate on their studies in school.	Number of eligible families supported	Families are allocated appointments based on needs however 88% of those given appointments were PPI families. Families report an increased ability to deal with issues as they arise.
Student Counsellors (Contracted from Diocese of Hallam Caring Services)	£9,932 (including cost of Family Support Worker)	We have the support of 2 Diocesan support workers who attend All Saints on a weekly basis and work with a range of pupils experiencing issues of a non-academic nature	Students are better equipped to resolve issues they face and are therefore better able to concentrate on their studies in school.	Number of eligible students supported	Families are allocated appointments based on needs however 56% of those given appointments were PPI students. The counselling is confidential however an individual report is completed at the end of the sessions which identifies the impact for those individual students.
Family Liaison Officer	40% - £8,700	Full time member of staff for family liaison. Whilst this role applies to all students PPI students take up a larger proportion of time therefore the allocation from PPI funding is greater than the percentage of PPI students in the school.	Increased communication between school and families for those students whose attendance falls below that expected resulting in an improvement in attendance figures for those students	Increased attendance over time for those students who are targeted.	As a result of the home visits, interventions were targeted at the individual students. For some this meant engagement with NotSchool or Alternative Provision.

Area of Spend	Contribution from Pupil Premium	Description of Activity or intervention	Intended Outcomes	How impact is to be measured	Impact of Activity Intervention
Attendance Officer	40% - £9,100	Full time member of staff assigned to pupil attendance. Whilst this role applies to all students PPI students take up a larger proportion of time therefore the allocation from PPI funding is greater than the percentage of PPI students in the school.	Support can be established for poor attenders through heads of house and student support team which results in the overall attendance for individual PPI students moving towards 95% or better.	Attendance figures	Percentage absence levels of Year 11 leavers has improved from 91.2% in 2015 to 92.3% in 2016.
Intervention Manager & Support	£35,000	Member of staff to manage a range of interventions in school.	Targeted programmes to improve the prospects of PPI cohort both academic and social skills through projects such as future shapers, SEAL, Flower 125 and others	Impact is measured by attendance on programmes and improvement in academic performance or emotional wellbeing	The school runs in excess of 20 different interventions based on student needs. The impact of each one is monitored separately.
EAL Support Worker	£28,000	Member of staff to support students with EAL	Increased parental engagement with the school, students better able to access the curriculum and therefore make progress	Progress of EAL PPI students at or above that expected	We had 13 Y11 EAL students in 2015-16. Of these 93% made 3+ levels of progress in English (against 77% Y11 cohort as a whole) and 61% made 3+ levels of progress in Mathematics (against 55% Y11 cohort as a whole)
Employment of additional support worker for CLA	£24,500	Member of staff with responsibility for CLA	CLA are supported throughout school both academically and pastorally allowing them to make progress.	Progress of CLA	Our Y11 CLAs in 2015-16 both went onto further study. Our one Higher ability CLA is now studying A levels at the school.
PASTORAL SUPPORT AND ENRICHMENT					
Barriers to learning	£2,700	Assistance to targeted students to enable them to attend trips and visits, in particular our retreat programme, music lessons, clubs and sports trips.	Students able to play a full role in the life of the school. Retreats equip students with personal skills, other residential visits assist with curriculum. Aimed at removing financial barriers and raising self-esteem and aspirations	Student engagement with learning	All students had access to take part in trips during the year.

Area of Spend	Contribution from Pupil Premium	Description of Activity or intervention	Intended Outcomes	How impact is to be measured	Impact of Activity Intervention
CRESST	£0	A programme to improve emotional wellbeing	Students complete the program to raise their awareness of their own emotional wellbeing	CRESST student survey	Surveys completed indicated that student had improved their self-evaluation of their emotional wellbeing. Analysis used by pastoral heads to support students.
SEAL	£0	A programme addressing social emotional and attitude to learning to raise esteem of students within school.	Students attend session in school. Reduction in behaviour incidents	Attendance of the course. Analysis of behaviour incidents	75% of students improved their engagement in learning grades at cycle 5 in year 8
Raising Aspirations Mentoring	£600	A programme working with groups of students to improve aspirations	Students identify their own individual aspirations and goals outside of school as well as educational and professional goals.	Student feedback at the end of the sessions	Students reported positive changes as a result of the program. In particular they saw the benefits of making small manageable changes.
OFFSITE PROVISION					
Alternative Provision	£18,790 50% of total spend was for PPI students	Attending college or work placements tailored to the individual student.	An opportunity to experience education and a working environment outside of the usual school environment. An increased engagement in school resulting in increased chance of success in final examinations	Number of successful alternative placements completed. Improvements in attitude and achievement.	Students worked in a range of placements tailored to their needs and particular preferences.
Not School	£9,495	Distance learning programme for students who for a variety of reasons are unable or unwilling to access formal education in the usual setting	To enable students who find school difficult to continue with a education resulting in the opportunity to gain formal qualifications.	Number of successful NotSchool provisions completed. Qualifications gained by individual students.	

Pupil Premium Planned Spending 2016-17

March 2017 Review

A review of the existing arrangements for pupils attracting the Pupil Premium identified that progress has been made closing the gap for lower attaining pupils however more resources needed to be allocated to middle and higher attainers as these account for almost 80% of our PPI students.

A whole school CPD session was held and a PPI booklet produced and distributed to all classroom staff highlighting the profile of our PPI students and tips and strategies for success.

SPENDING SUMMARY	
Area of Spend	Planned Spend
Academic Support	£109,860
Staff focused on PP students	£117,250
Pastoral Support & Enrichment	£11,280
Offsite Provision	£30,000
TOTAL	£268,390

Area of Spend	Contribution from Pupil Premium	Description of Activity or intervention	Intended Outcomes	How impact is to be measured
ACADEMIC SUPPORT:				
Enhanced Departmental capitation * review in place	£7,000	<p>Money made available to academic departments to support PPI students. This can be spent at the discretion of the departments but has been used to fund revision guides, materials (in lessons where we would normally ask for a voluntary contribution) and stationery for PPI students.</p> <p>* For 2017/18 it has been decided that these funds will be held centrally rather than allocated to departments in their budgets. This will allow for a more consistent whole school approach.</p>	Departments provide specialist resources to enable students to fully access the curriculum	Analysis of engagement in learning

Purchase of books and equipment	£1,160	The purchase of specific items to aid students learning in the classroom	Students have the necessary tools to engage in learning	Cycle data and engagement in learning
Maintain literacy specialist within the SEN department	£19,000	Literacy specialist working particularly with Key Stage 3 pupils	Reading ages and comprehension improves to allow students to access mainstream curriculum	Progress against known starting points tracked across 5 data entry points for each year
Maintain additional staffing in English & Mathematics	£65,500	Provides a range of intervention strategies at all ages	Class sizes are reduced meaning students needing increased support are able to access this during lesson time	Progress against known starting points tracked across 5 data entry points for each year
Maintain Literacy Co-ordinator	£7,900	Staff CPD programme, development of literacy teachers tool kit. Lesson observations and follow up support	Literacy policy is evident in marking and feedback and leads to PPI students making expected progress	A number of CPD sessions held for staff throughout the year. Staff have a focused approach on literacy throughout the school
CPD/Training for staff and guidance booklet	£2,800	Whole school CPD session for classroom staff on the subject of PPI students and intervention strategies to apply Leadership training for 2 members of staff – 1 day course looking at PPI strategies and successes in other schools Booklet produced for 150 staff	A more consistent whole school approach to supporting PPI students in the classroom.	Feedback from staff
100 minutes of Focused intervention	£4,000	Selected students are allocated 100 minutes over a week to focus on specific weaknesses. We are currently running mathematics, literacy and revision sessions and if these are successful may look	Close gaps for specific students	Cycle data and engagement in learning
Academic Mentor programme	£2,500	Allocated time for 8 senior academic mentors to work with Year 11 students	Students are better aware of and feel more confident about their progress and what they need to do to achieve results.	Records of meetings kept, review of cycle data shows positive improvement.

STAFF FOCUSING ON ELIGIBLE PUPILS				
Assistant Head Teacher working within the SEN Department	£7,500	Individual has responsibility for pupil tracking and specific responsibility for Pupil Premium students	PPI cohort to make expected progress similar to or better than national performance and narrowing of gap compared to non- PPI students	Progress against known starting points tracked across 5 data entry points for each year
Retention of personnel to augment data analysis in school	£5,000	Employment of additional staff to prepare data for analysis and pupil tracking	School leadership are made aware of issues with students on a timely basis so interventions can be put in place.	Progress against known starting points tracked across 5 data entry points for each year
Family Support Worker (Contracted from Diocese of Hallam Caring Services)	Included in cost of Counsellors below	The Family Support Worker liaises with families offering support and guidance with issues including attendance, family problems, relationships etc.	Increased parental engagement and better ability to resolve issues faced in families resulting in students who can better concentrate on their studies in school.	Number of eligible families supported
Student counsellors (Contracted from Diocese of Hallam Caring Services)	£10,000 (including cost of Family Support Worker)	We have the support of 2 Diocesan support workers who attends All Saints on a weekly basis and work with a range of pupils experiencing issues of a non-academic nature	Students are better equipped to resolve issue they face and are therefore better able to concentrate on their studies in school.	Number of eligible students supported
Family Liaison Officer	40% - £8,800	Full time member of staff for family liaison. Whilst this role applies to all students PPI students take up a larger proportion of time therefore the allocation from PPI funding is greater than the percentage of PPI students in the school.	Increased communication between school and families for those students whose attendance falls below that expected resulting in an improvement in attendance figures for those students	Increased attendance over time for those students who are targeted.
Attendance Officer	40% - £9,200	Full time member of staff assigned to pupil attendance. Whilst this role applies to all students PPI students take up a larger proportion of time therefore the allocation from PPI funding is greater than the percentage of PPI students in the school.	Support can be established for poor attenders through heads of house and student support team which results in the overall attendance for individual PPI students moving towards 95% or better.	Attendance figures

Intervention Manager & Support	£35,500	Member of staff to manage a range of interventions in school.	Targeted programmes to improve the prospects of PPI cohort both academic and social skills through projects such as future shapers, SEAL, Flower 125 and others	Impact is measured by attendance on programmes and improvement in academic performance or emotional wellbeing
EAL Support Worker	£28,250	Member of staff to support students with EAL	Increased parental engagement with the school, students better able to access the curriculum and therefore make progress	Progress of EAL PPI students at or above that expected
School Chaplain	£13,000	Full time member of staff assigned to provide chaplaincy support in school. Whilst this role applies to all students PPI students take up a larger proportion of time therefore the allocation from PPI funding is greater than the percentage of PPI students in the school.	Students have a member of staff they can contact to discuss problems they may be having either in or outside of school	Number of eligible students supported
PASTORAL SUPPORT AND ENRICHMENT				
Barriers to learning	£2,700	Assistance to targeted students to enable them to attend trips and visits, in particular our retreat programme, music lessons, clubs and sports trips.	Students able to play a full role in the life of the school. Retreats equip students with personal skills, other residential visits assist with curriculum. Aimed at removing financial barriers and raising self-esteem and aspirations	Student engagement with learning
Breakfast Voucher Scheme	£2,280	Students who are known to not have breakfast before school are given vouchers to purchase breakfast before school	Improved attendance and engagement in morning lessons	Attendance and EIL figures monitored for the target group.
CRESST	£0	A programme to improve emotional wellbeing	Students complete the program to raise their awareness of their own emotional wellbeing	CRESST student survey
SEAL	£2,250	A programme addressing social emotional and attitude to learning to raise esteem of students within school.	Students attend session in school. Reduction in behaviour incidents	Attendance of the course. Analysis of behaviour incidents

Raising Aspirations Mentoring	£750	A programme working with groups of students to improve aspirations	Students identify their own individual aspirations and goals outside of school as well as educational and professional goals.	Student feedback at the end of the sessions
Cultural Literacy	£2,000	A number of enrichment activities aimed at widening experiences for PPI students	Students are able to experience activities that they have not done before.	Student feedback
Phoenix Camp	£1,300	A holiday experience at Savio house for Y7 students who would not normally get a holiday	Students have a week's holiday during the Summer break	Student feedback and engagement in learning
OFFSITE PROVISION				
Alternative Provision	£20,000	Attending college or work placements tailored to the individual student.	An opportunity to experience education and a working environment outside of the usual school environment. An increased engagement in school resulting in increased chance of success in final examinations	Number of successful alternative placements completed. Improvements in attitude and achievement.
Not School	£10,000	Distance learning programme for students who for a variety of reasons are unable or unwilling to access formal education in the usual setting	To enable students who find school difficult to continue with a education resulting in the opportunity to gain formal qualifications.	Number of successful NotSchool provisions completed. Qualifications gained by individual students.

Y7 literacy and numeracy catch- Up premium

At the beginning of Year 7 each student completes a series of diagnostic tests. Those with scores equating to reading age of less than 9.5 are considered for additional interventions. The data that relates to students being 'not school ready' with respect to end of Key Stage 2 assessment has also been considered to ensure each student is correctly identified for each intervention. Students will access literacy and numeracy catch up provision to boost their levels to enable them to make expected progress. This provision is supported by the Y7 literacy and numeracy catch up and PPI funding where appropriate.

Literacy

Our main aim is to removing learning barriers to learning for Year 7 who started with us in September 2016. In Year 7 there is a rolling programme throughout the year for the students that have a reading age below 9.5. Each student completes an appropriate programme which lasts about ten weeks. There are three 20 minute sessions with specialist teachers. They meet during tutorial time each week in the library. Each student is assessed at the end of each session. These programmes include

Rapid Plus is a series of finely levelled books and software for SEN and struggling readers. The aim is to improve independence by boosting reading age and comprehension so that the student can fully access mainstream learning. **Paired Reading** is a 'read together' programme to boost students' confidence and comprehension and to raise their reading levels from about 9 years old upwards. **Lexia** is a web-based Independent Learning System (ILS) with several programs. It is predominantly phonics-based, beginning at initial letter level, and includes a simple comprehension element. Small Group Teaching is for a group of seven Year 7 students who are the most vulnerable and Catch up, 'Writing intervention' specifically identified from the information the school has received about not school ready in English reading. Part of the catch up funding has been used to increase staffing to deliver these programmes.

Numeracy

Within the subject of Mathematics funding has been used to increase additional staff to establish smaller class sizes. These classes benefit from additional adult support from the departments teaching and learning assistant. Students identified as not school ready in mathematics join programmes such as Rainbow Mathematics or small group learning

Year 7 Literacy & Numeracy catch-up premium 2015/16

Year 7 catch-up premium received for this academic year

Year 7 Literacy and Numeracy Catch Up Premium 2015/16	
Total number of pupils on roll in Y7	208
Amount of PUPIL PREMIUM GRANT received	£11,000

Progress of Students in Y7 2015/16:

Performance of Year 7 Catch Up Premium 2015/16		
	Y7 Catch Up Premium 2015/16	School (Other pupils) 2015/16
% of students making expected progress in English	32	44
%of students making better than expected progress in English	13	15
% of students making expected progress in maths	68	86
% students making better than expected progress in maths	13	12

The Year 7 Literacy & Numeracy catch up premium expenditure for 2015/2016 is shown below:

Area of Spend	Contribution from Pupil Premium	Description of Activity or intervention	Intended Outcomes	How impact is to be measured	Impact of Activity Intervention
Rapid Plus - Accelerated reading programme for students not making 3 levels of progress in English	£1,500	Students complete a reading programme to assist them in reaching the required levels of literacy to enable them to access the curriculum	Improve literacy skill and reading comprehension of target group	Number of students who successfully complete the scheme and improved their reading age to at least 91/2 years old	25 PPI students successfully completed the reading course
Paired Reading scheme	£600	Students in Y7 with below expected reading ability are paired with 6 th form students to share reading	Students become more confident readers.	Number of students who successfully complete the scheme	15 students completed the 10 week course
Lexia	£2,000	A web- based Independent Learning System (ILS) with several programmes. It is predominantly phonics-based, beginning at initial letter level, and includes a simple comprehension element	Increase literacy skills, independence in learning.	Attendance at CPD sessions Performance data reported termly and shared with class teachers	Analysis shows that 95% of PPI students make good progress in Year 7 and a smaller number continue into Year 8.
Numeracy catch-up	£2,700	Staffing is adjusted to create smaller groups	A catch up group become school ready	Progress against known starting points tracked across 5 data entry points for each year	Engagement in learning in these classes was judged as Good or better. 68% of students made expected process.
Development of the Mastery curriculum	£4,200	A programme studied by Y7 to capture the curriculum with activities related to strengthening deeper understanding of key mathematical concepts	Students are confident and make expected levels of progress	Progress against known starting points tracked across 5 data entry points for each year	Programme is in its early stages and impact is encouraging however it will continue for a further year before impact is fully assessed.

The Year 7 Literacy & Numeracy catch-up premium 2016/17 was allocated at the same level as for 2015-16: £11,000. The planned expenditure is as follows:

Area of Spend	Contribution from Pupil Premium	Description of Activity or intervention	Intended Outcomes	How impact is to be measured
Rapid Plus - Accelerated reading programme for students not making 3 levels of progress in English	£1,500	Students complete a reading programme to assist them in reaching the required levels of literacy to enable them to access the curriculum	Improve literacy skill and reading comprehension of target group	Number of students who successfully complete the scheme and improved their reading age to at least 91/2 years old
Paired Reading scheme	£600	Students in Y7 with below expected reading ability are paired with 6 th form students to share reading	Students become more confident readers.	Number of students who successfully complete the scheme
Lexia	£2,000	A web- based Independent Learning System (ILS) with several programmes. It is predominantly phonics-based, beginning at initial letter level, and includes a simple comprehension element	Increase literacy skills, independence in learning.	Attendance at CPD sessions Performance data reported termly and shared with class teachers
Numeracy catch-up	£5,000	A group for not-school ready students are working with a maths teacher and a maths TLA in tutorial time. *For next academic year this will start in September	A catch up group become school ready	Progress against known starting points tracked across 5 data entry points for each year
Development of the Mastery curriculum	£1,900	A programme studied by Y7 to capture the curriculum with activities related to strengthening deeper understanding of key mathematical concepts	Students are confident and make expected levels of progress	Progress against known starting points tracked across 5 data entry points for each year