

Report on Projected Spending of the Catch up Grant

Academic Year 2016-17

At The Castle School we work closely with our feeder Primary schools to ensure that every child transitions well to secondary school and continues to make good progress.

The Year 7 Catch up Grant is additional funding received by schools to support the needs of those who arrive at The Castle with below average KS2 scores for English and Maths. This additional funding is targeted at supporting these students to catch up in their learning.

At The Castle School our aim is that **Every Child Achieves, Belongs and Participates** – these three values direct all that we do. We believe in educating the whole child through high quality teaching (Achieve) and high quality pastoral care (Belong and Participate). Our school priority is always to deliver the highest quality teaching by personalising our approach for every student, every lesson, and every day. We invest significantly in staff training both internally and externally to enhance our practice to secure the best outcomes for all students. We tailor our curriculum, our teaching and our approach to meet the needs of all students with clear targeting and funding allocated to those who come from disadvantaged backgrounds and those who need to catch up quickly when they join The Castle.

YEAR 7 CATCH UP GRANT 2016-17	
TOTAL Catch Up Grant received	£14621

Chosen Approach	Reasons for this Approach	Cost of Year 7 Catch up contribution	Lead Staff	Review Dates (Governors Monitoring)	How the impact will be measured	Evaluation
Corrective reader	Corrective reader is used to find and close gaps in a student's reading skills. Targeted at students with KS2 scaled score 94 and below. 100 is average.	£419 contribution	C Owen	Jan 2016 April 2017 September 2017	Improvement in scaled scores based on SATS paper.	Evaluation Strong impact Average Increase of Scaled Score: 6 after re-taking the SATS paper. We will continue with this next year
Accelerated reader	Bespoke and targeted Literacy resource focusing on reading and comprehension – to support students achieve well in English and across the curriculum	£1320 contribution	N Whysall	Jan 2016 April 2017 September 2017	% of students making progress towards their chronological age	Evaluation Strong Impact Year 7 Disadvantaged students made 8.6 months progress on average as opposed to others 7.6 months. Disadvantaged students made faster progress than 'others'. We will continue with this next year
Intervention lesson	Target group – those who did not make progress in their comprehension following the Corrective Reader programme. Intervention – 8 hrs once a week working on comprehension skills in a multisensory way areas covered; •Questioning •Making connections •Determining Importance •Inference •Visualisation	£12882 contribution	H Hughes	Jan 2016 April 2017 September 2017	Using the ratio gain •Ratio gains of less than 1.4 are of 'doubtful educational significance', •Between 1.4 and 2.0 of 'modest impact', •Between 2.0 and 3.0 of 'useful impact', •Between 3.0 and 4.0 of 'substantial impact' and •Above 4.0 of 'remarkable impact' (Brooks. 2007, p. 289).	Evaluation Strong impact 15 students were part of the programme • 67% (10) made 'remarkable progress' between 25 and 41 months progress in comprehension •6.5% 1 'doubtful progress' •6.5% 1 'modest progress' •20% (3) made 'no impact' We will continue with this next year

