

PUPIL PREMIUM*/CATCH-UP PREMIUM ACTUAL SPEND 2015-16

***PP students now known as DPs (Disadvantaged Pupils, as renamed by the DfE and OFSTED)**

DP income = £271,222 + rollover of £26,836 (2014-15) = £298,058

Area of Spend	Contribution from Pupil Premium	Description of Intervention <i>* where identified by Sutton Trust/Hattie</i>	Intended Outcomes	How impact is to be measured
LEADERSHIP				
Assistant Headteacher (50% of total cost)	£32,079	Member of SLT with overarching responsibility for DP achievement and progress ensures that this group are made a high priority in every aspect of school life.	The gap between the achievement and progress of DPs and non-DPs narrows significantly.	Closing-the-gap targets set as part of the School Development Plan, and monitored by Raising Achievement Teams, are achieved by the end of Term 6.
Impact of the Intervention (including Notes)				
<p>Year 11 Overall attainment has risen from 2014 to 2016, including that of DP students. The Progress 8 score for DP students was -0.88, whilst the figure for all students -0.28. PP students achieved a higher expected progress than non-DP students in: GCSE Art, GCSE Business GCSE Geology; GCSE Physics; GCSE Statistics; BTEC Health and Social Care and GCSE CPDL.</p> <p>Year 10 (Early Entry) PP students achieved a higher percentage of A*-C grades than non-DP students in four of the seven early options. These were: GCSE Product Design; GCSE Geography; GCSE Home Economics and GCSE Citizenship. The previous year, non-DP students achieved more A*-Cs in 4 of the 7 subjects.</p> <p>Year 8 (End of Key Stage 3) DP and non-DP students entered with the same average KS2 Level of a 4B, although the average core APS per student was lower for DP than non-DP; 26.02 as compared to 28.3. Analysing the final Year 8 tracking data for this academic year showed that Pupils with 3 x Level 2 + progress, including English, maths and science, was higher for DPs; 96.5% as compared to 95.9%. This demonstrated impact from tracking point 1, when DPs were 1.4% behind non-DPs.</p> <p>Year 9 DP and non-DP students also entered with the same average KS2 Level of a 4B, although the average core APS per student was lower for DP than non-DP; 26.67 as compared to 27.95. The final Year 9 tracking point of this year shows that whilst the gap between DPs and non-DPs is still there, the gap has closed over the course of this year. The difference in the average Total Attainment 8 has reduced from 6.31 at tracking point 1 to 6.19 now.</p> <p>Year 7 With "Life Beyond Levels" each faculty is recording and analysing progress and attainment data.</p>				
Next Steps				
<ul style="list-style-type: none"> • Through personnel changes strategic responsibility has moved to the Deputy Head Teacher and operational responsibility to a Middle Leader. • Ascertain the strategies that are effective & the barriers to be overcome • Ensuring this group, and closing the gap, are to remain a high priority of every aspect of school life 				

ACADEMIC INTERVENTION CAPABILITY				
Area of Spend	Contribution from Pupil Premium	Description of Intervention <i>* where identified by Sutton Trust/Hattie</i>	Intended Outcomes	How impact is to be measured
English & Maths Intervention Teachers	£65,129	Teachers withdraw DPs individually or in small groups to tackle gaps in learning, raise aspirations and provide in-depth feedback. <i>Sutton Trust: Feedback +8 months; Small-Group Tuition +4 months; After-School programmes +2 months</i>	Progress of DPs in English and Maths is raised through in-depth intervention that finds and fills gaps in learning, and delivers personalised provision.	Closing-the-gap targets set as part of the School Development Plan, and monitored by Raising Achievement Teams, are achieved by the end of Term 6.
Impact of the Intervention (including Notes)				
<p>At the end of Year 7 all identified DP students were above target by the end of the year;</p> <p>Year 8 maths has seen the gap between the percentage of students achieving or exceeding their target decrease over the year. It has reduced from 12.2% to 10.5%. The gap in English has also reduced, only by 0.1%, but this is alongside a rise in both of 5%.</p> <p>In Year 9 maths, the percentages of students tracking at A-A* (equivalent) grades is 1.7% higher for DPs and the same for A*-G grades. The A*-C grades still have a gap between DPs and non-DPs (17.2%). Whilst in English Language, the A*-G grades are also equal for DPs and non-DPs, and the A-A* is 2.3% higher for DPs. As in maths, there is a gap between DPs and non-DPs in English Language (6.6%) and in English Literature (9.1%).</p> <p>The final tracking for Year 10 in maths gave a difference in the percentage of A*-C grades for DP and non-DP students of 17.1% and between the 3+ Levels of Progress of 15.6%. This would continue the trend of narrowing the gap. These figures also do not take into account the extra intervention that DP students will receive in Year 11.</p> <p>Whilst in English Language, the final Year 10 tracking gave a difference of 3.2% between DP and non-DP students for both 3 Levels of Progress, which would narrow the latest gap considerably.</p> <p>In Year 11, English Coursework Intervention took place with 25 DPs. Prior to the intervention 20% had achieved grades from A*-C grades (4 Cs and 1 B). After the intervention, 95% of students had A*-C grades. Of the 25 students' coursework: 13 had submissions that went up by 1 grade, 5 by 2 grades, 3 by 3 grades and 2 by 5 grades. One student went from having no coursework to B grade work. Only one student, initially on a C grade, did not make progress. Therefore. the impact of this intervention was huge.</p> <p>The Year 11 GCSE results show that in maths, whilst the DP gap is still there, it has narrowed again. There is a gap of 16.5% between DP and non-DP student making 3+ LoP, as compared to 26.9% a year ago. For A*-C grades the difference between DP and non DP is now 26.0%, when in 2015 it had been 32.6%. It must be noted that many DP students arrive with a lower KS2 SATs level, so the levels progress is a better indicator than A*-C of the closing gap. The gap had been narrowed from 2014 to 2015.</p> <p>Whilst in Year 11 English, the gap between DP and nonstudents achieving an A*-C has reduced from 33.7% to 32%. The average grade of DP students has also improved from a E+ to a D-.</p>				

The percentage of DP students who had maths intervention and went on to achieve an A*-C grade was 55.6%, as compared to 45.8% overall. This would have been 63.0% had DP students missing a grade C by 1 mark been successful!

The percentage of DP students who had English intervention and went on to achieve an A*-C grade in English Language was 53.5%, as compared to 49.1% overall.

Next Steps

Student & staff voice of provision and its structure

2016-17, small group intervention will be timetabled, where appropriate, by the DL. There will also be after school provision for Key Stage 3 and 2 weekly Period 6 timetabled lessons for both GCSE English and maths at Key Stage 5.

Intervention will be built drawing on teachers' insight around the students' strengths and weaknesses, and with an already established relationship, will be working with the student.

Accountability will be held for student progress made on the specific areas delivered.

English & Maths HLTAs	£42,400	<p>Provide in-class support and small group withdrawal to work on key skills. Also lead after school sessions and run homework clubs. Help with catching students up with missed work.</p> <p><i>Sutton Trust: Homework 5 months; Small-Group Tuition +4 months</i></p>	<p>Progress of DPs in English and Maths is raised by providing enhanced in-class support, withdrawal teaching capacity and support for students who need to catch up after absences.</p>	<p>Attendance at after school sessions improves and DP students submit coursework that reflects improved grades.</p>
----------------------------------	---------	---	--	--

Impact of the Intervention

Intervention sessions were run after-school and at tutor times, as well as during lesson times.

Attendance at intervention for both maths and English has been very high. This includes at tutor time, from other subjects (such as PE and PSHE), and also after school sessions. The year 11s were particularly reliable at turning up, and as the student voice (below) shows, they really appreciated the support.

In maths, Year 11 66.3% of students achieved grades A*-C, almost identical to the Provisional National A*-C of 66.7%. The percentages of A*-C, 3+ LOP and 5+ LOP have all shown an increasing trend over the past 3 years. The 4+ LOP is higher than 2 years ago and virtually the same as the record result from last year. The DP gap, whilst still there, narrowed again. There is a gap of 16.5% between DP and non-DP student making 3+ LoP, as compared to 26.9% a year ago. For A*-C grades the difference between DP and non DP or, other, is now 26.0%, when in 2015 it had been 32.6%. The gap had been narrowed from 2014 to 2015;

In Year 11 English, the gap between DP and nonstudents achieving an A*-C has reduced from 33.7% to 32%. The average grade of DP students has also improved from a E+ to a D-.

Of intervention with other year groups, within maths, 88.9% of DP students withdrawn for intervention in Year 7 move to a higher set this year for Year 8. This figure is 60% for Year 8 into Year 9. Other intervention provided was in-class support, focusing on specific students.

Vulnerable Year 11 students who had received intervention in English and Maths, both with the HLTAs and Intervention Teachers, were surveyed as to whether they believed their studies had been supported and their understanding had benefitted:

- 88% of the students believed they had been supported in their studies (94% if including some of the time);
- 87% of students who received intervention believed this had benefitted their understanding and confidence (91% if including some of the time).

NOTES: Whilst subjective, research stresses that 'Aspirations and Attainment' must go hand in hand, as DP often have low self-worth and do not believe that they have the same life chances. (Professor Steve Higgins)

Next Steps

During 2016/17, the English and Maths HLTAs will be continuing to provide in-class support and small group withdrawal, with more emphasis on the latter following feedback from students. Their work will also be coordinated, to ensure greater efficiency.

(See below, the English and Maths HLTAs will also work with Year 7 "Catch-Up" students for 50% of their time).

Academic Mentor

£12,031

Academic mentor given flexible timetable to support the achievement of DPs in Years 10 and 11.

Sutton Trust: Meta-Cognition and Self-Regulation +8 months

DPs at risk of underachievement in the areas of attendance, organisation and motivation are supported; there is liaison between the mentor and teachers about barriers to learning.

Students included in the Academic Mentoring group make rapid progress and make at least expected progress in core subjects.

Impact of the Intervention

The teachers of Drama, Child Care and Health and Social Skills were very positive about the support that the Academic Mentor gave the DP students and felt that she had had a beneficial impact on both getting them engaged with their coursework, completing it more thoroughly, and also in preparation for assessments.

87.5% of the Year 11 DP students in BTEC CPDL achieved 3+ Levels of Progress, whilst 25% achieved 4+ Levels of Progress. This gave the, a residual of 5.2, higher than non-DP students who had a residual of 4.2.

In Food, Year 11 DP students again had a higher residual than non-DP students, 0.3 compared to -0.4. The 3+ Levels of Progress was 42.9%. Whilst in Home Economics, the residual was 1.4 for DP students and -0.7 for non-DP students, with 25% 3+ Levels of Progress.

In Drama, a number of DP students had stated that the support of Academic Mentor in lessons, gave them the confidence to do their performance. When it came to their results, however, just 25% made 3+ Levels of Progress.

All of the vulnerable Year 11 students who had worked with the academic mentor and/or motivational mentors, were surveyed as to whether they believed they had benefited from the mentoring and whether this had improved their confidence:

- 95% of students who had received "Motivational Mentoring" believed this had helped them and that they had benefitted from it (100% if including some of the time);
- 81% of students believed they were more confident due to the "Motivational Mentoring" (86% if including some of the time).

Additional student voice about the Academic Mentor:
 "All the effort put into helping is was good and I appreciate it";
 "Brilliant, amazing, been really good for me";
 "I find" the academic mentor "very helpful when it comes to her being in lessons. I also found it helpful when I had one to one sessions when I first met her".

NOTES: Again, whilst student voice is subjective, there is a proven link between exam success and confidence.

Next Steps

The academic mentor provided support and encouragement to complete coursework in subjects, and ensured that the Academic Mentoring Group had access regular to IT and a quiet room where they could study during certain tutor times. an evening after school and before their actual exams.

From Easter 2016, more Year 11 DP had a quiet place to study made available to them to complete homework and revise. Following the KS4 exams, this provision was rolled out to all Year 10 DP, with the exception of the 3 students with Alternative Provision.

This has also demonstrated which students respond really well with which mentors.

Next step: to continue this provision next year and augment it with a day for DP in each of the other year groups, with students identified as needing specific provision targeted for attendance and support.

**Key worker/
Mentoring**

£772	Weekly mentoring of Year 11 DPs by TAs during tutor times to increase engagement and encourage competition. <i>Sutton Trust: Feedback +8 months</i>	Year 11 DPs are encouraged to participation in after school intervention sessions, motivated through competition, and offered regular encouragement and praise.	Year 11 DPs attendance and tracking data show improvement between January and May 2015.
------	--	---	---

Impact of the Intervention

Every Year 11 DP student who had been involved in motivational mentoring, passed all of their GCSE/BTEC courses. 12.5% of these students achieved their target A*-C grades, with a number narrowly missing a C. Whilst this last figure does not seem high, the DP students identified for mentoring were those identified as needing the most support and who may not get grades. These also students attended all of their exams and were supported in their application to further education.

(Also, as above:) All of the vulnerable Year 11 students who had worked with the academic mentor and/or motivational mentors, were surveyed as to whether they believed they had benefited from the mentoring and whether this had improved their confidence:

- 95% of students who had received "Motivational Mentoring" believed this had helped them and that they had benefitted from it (100% if including some of the time);
- 81% of students believed they were more confident due to the "Motivational Mentoring" (86% if including some of the time).

Next Steps

2016-17 it is intended to continue the work of the motivational mentoring of Year 11, however having established the students working together at tutor times already, the intention is to target all of the DP motivationally, rather than just identified students. The motivational mentors will then target more specific support to those DP requiring more specific intervention.

	Mentors will also be trained on nurturing metacognitive abilities, as these have been identified by the Sutton Trust as having the greatest impact with students.			
Nurture Group Teacher (60% of total cost)	£25,258	<p>Primary trained teacher who delivers literacy and numeracy to students entering secondary school below level 3 in core subjects. Funded largely by Catch-Up Premium but topped up with DP funding.</p> <p><i>Sutton Trust: Feedback +8 months; Phonics +4 months; Reducing Class Size +3 months</i></p>	Students who enter secondary school with complex learning needs, and who have many barriers to learning, make accelerated progress due to high-quality, personalised teaching from a primary school specialist.	Year 7, 8 and 9 students in the Nurture Groups make rapid and sustained progress, evidenced through tracking and work samples.
Impact of the Intervention				
<p>The best indicator of progress with the nurture group is students moving back to mainstream classes:</p> <p>The year 7 nurture group has seen 2 students move back to mainstream classes this year, taking the class size down to 7. One of these two students is a DP.</p> <p>One of the year 8s moved back to mainstream at the start of the academic year, taking the class size to 11. This one student is not a DP.</p> <p>Whilst in year 9, 4 students have moved back to mainstream. The class size is now 9. Three of the four students are DPs.</p> <p>So 18.8% of nurture students have made the sustained progress required to transfer to mainstream this academic year.</p>				
Next Steps				
<p>From September 2016, the Nurture Group Teacher will be funded through the “SEN” budget.</p> <p>Study skills and life skills lessons have been revamped for delivery 2016-17</p>				

PASTORAL SUPPORT				
Area of Spend	Contribution from Pupil Premium	Description of Intervention <i>* where identified by Sutton Trust/Hattie</i>	Intended Outcomes	How impact is to be measured
Student Development Team (50% of total cost)	£60,022	Enhanced level of pastoral support to support the pastoral needs of a complex group of Core students. <i>Sutton Trust: Behaviour Interventions +4 months; Social and Emotional Learning +4 months</i>	DPs who have complex pastoral needs, and who are therefore on the Core Group, receive an enhanced level of support.	DP students in the Core Group make at least good progress in learning due to the enhanced level of pastoral support available.
Impact of the Intervention				
<p>There are currently 25 Looked after Children at JOG. The county average is 6. Each of these students has 3 LAC Review meetings a year, with the required preparation time.</p> <p>26-35% of all CAMHS and Safeguarding concerns made each month over the year have been for DPs.</p> <p>Over half of the number of students at 'Child in Need' status have been DPs every month; Falling from 19 at the start of the year to 12 now.</p> <p>As the above data shows, these students all have their specific needs, which have been dealt with on a daily basis by the Student Development Team. NOTE: The Sutton Trust emphasises the need for pastoral support, alongside academic challenge, advising that DP (especially LAC) have someone in school on whom they can rely.</p> <p>The exclusion rate of the school is well below the national average of 6.78%. Last year it was 1.51%.</p> <p>The students on the Core list are those needing extra support, due to personal circumstances, and includes the students with alternative provision. Of the students not on alternative provision, 93% of students passed all of their exams. The exception was due to medical conditions which limited attendance at exams. 8 students on alternative provision picked up 3 or 4 GCSEs, including in core subjects. The majority of the others took alternative qualifications at college which have enabled them to access further education.</p> <p>See also case studies for Alternative Provision, dealt with by the Student Development Team.</p> <p>A Year 11 LAC stated that without the support, he wouldn't have his place at college next year (to study Level 2 Mechanical Operations about which he is "positive"), nor would he have "used all the time, kept going and tried" for his GCSEs.</p>				
Next Steps				
<p>See also DP Attendance Officer (below). In 2015-16, the Student Development Team also targeted the persistent absentees and oversaw the truancy calls.</p> <p>The team also arrange/monitor Alternative Provision and work/liaise with external agencies.</p> <p>From September 2016, there will be a specific member of the Student Development Team overseeing and coordinating LAC, DP and Alternative Provision.</p>				

Student Counsellor (50% of total cost)	£7,301	Facility enables students to access on-site counselling. <i>Sutton Trust: Social and Emotional Learning +4 months</i>	Therapeutic support is available to DPs who experience barriers to learning in the form of mental/emotional health problems.	Attendance and tracking data for students receiving counselling indicates an improvement in their ability to access learning.
	Impact of the Intervention			
	The counsellor has seen a total of 72 pupils this academic year. Of these: 28 of these pupils were DP (38.9%). Only 3 DP had counselling more than once this year. That means 89.3% didn't require second appointment following the support they received. 24.7% of students in years 7-11 are DP, this means that a higher proportion of DP needed to make use of the counsellor.			
	Next Steps			
The actual impact that the counsellor has had, cannot be truly measured, due to the confidentiality between the counsellor and the student.				

CURRICULUM SUPPORT				
Area of Spend	Contribution from Pupil Premium	Description of Intervention <i>* where identified by Sutton Trust/Hattie</i>	Intended Outcomes	How impact is to be measured
GCSE Pod (58% of total cost)	£2,387	An online Podcast revision toolkit that students can access through mobile devices or computers at school and at home. <i>Sutton Trust: Homework +5 months; Digital Technology +4 months</i>	DPs benefit from a user-friendly toolkit for revision throughout KS4.	Online monitoring data shows evidence that DP students are regularly revising.
	Impact of the Intervention			
	There has been limited usage of GCSE Pod in science, however in other subjects; students demonstrated their preference for the other packages, such as 'mymaths' for maths, by using these resources instead. Therefore, given the number of students using the package and the financial outlay, it was neither having the desired impact nor cost effective.			
	Next Steps			
When this resource came up for renewal, it was not renewed. It had not had the desired uptake with students, so the impact was going to be limited for the outlay. Also, with the uptake at other revision sessions on offer, it is not possible to measure actual impact. Further, faculties are increasing the use of the VLE for homework a revision resources and also of Show my Homework.				
Accelerated Reader – Literacy Intervention	£2,426			
	Impact of the Intervention			
The impact that the Accelerated Reader scheme has had is that:				
<ul style="list-style-type: none"> • Everyone in Year 7 and 8 is reading; 				

	<ul style="list-style-type: none"> • Students are having more exposure to the library; • Students are reading at a suitable level for their ability. <p>Further it has been observed by the English faculty and Librarian that:</p> <ul style="list-style-type: none"> • Students seem to have a growing passion for reading; • Students are picking up good reading habits from their peers. <p>The scheme also allows teachers and parents to monitor reading.</p>			
	<p>Next Steps</p> <p>Accelerated reading lessons are now planned and embedded within specific and separate timetabled Literacy lessons next year.</p> <p>Next year, the STAR tests will be completed three times a year and quiz records and frequency of reading will be constantly monitored. Further, additional literacy and vocabulary tests will be implemented.</p>			
<p>KS4 Raising Achievement Budget e.g. revision resources, holiday revision</p>	<p>£1,175</p>	<p>Budget available for school staff to deliver weekend and holiday revision sessions to DPs.</p> <p><i>Sutton Trust: After-School Programmes +2 months</i></p>	<p>DPs benefit from having the right revision resources, correct learning equipment and personalised revision support where required.</p>	<p>Closing-the-gap targets set as part of the School Development Plan, and monitored by Raising Achievement Teams, are achieved by the end of Term 6</p>
	<p>Impact of the Intervention</p> <p>Attendance at Saturday and holiday revision sessions was good, with for example 100 students coming in during May Half-Term for maths revision. The percentage of DP who attended these sessions averaged 12%. (22% of year 11 are DP). However, this does not give the full picture, as some of the subjects, such as Geography and art, were options not chosen by many of the current Year 11 DPs, and these lower the average. So, for instance, 35% of students attending Child Care revision were DP and 22% attending Design and Technology.</p> <p>15 DP Year 11 students were entered for the “ECDL” (European Computer Driving Licence), which is the equivalent of a GCSE. All of these students achieved 4+ Levels of Progress and 86.7% achieved 5+ Levels of Progress (both higher than non-DP students).</p> <p>Overall attainment has risen from 2014 to 2016, including that of DP students. The Progress 8 score for DP students was -0.88, whilst the figure for all students -0.28.</p> <p>Staff called home to urge attendance of DPs where appropriate for subject specific revision sessions.</p> <p>Staff also called home to inform the parents of DPs and other vulnerable students to encourage their attendance at Parents’ Evenings and, if unable to attend, discussed progress/attainment/needs over the phone.</p>			
	<p>Next Steps</p> <p>All Year 11 DPs received the appropriate revision guides and texts to support their studies and the necessary equipment, such as calculators at no charge to them. It is hard to quantify the impact of this, but as well as ensuring students were equipped and were not further disadvantaged, as compared to their peers, and it avoided stigmatising them.</p> <p>The Middle Leader responsible for Year 11 coordinated holiday and weekend revision sessions, so that subjects did not clash.</p>			

PERSONALISED SUPPORT				
Area of Spend	Contribution from Pupil Premium	Description of Intervention <i>* where identified by Sutton Trust/Hattie</i>	Intended Outcomes	How impact is to be measured
Individual Requests	£3,097	Budget available to support DPs with individual requests e.g. part-funding for music lessons, trips etc. <i>Sutton Trust Feedback: Sports/Arts/Outdoor Participation +2 months</i>	DPs are able to benefit from taking advantage of opportunities that could enhance their extra-curricular learning.	More DP students are involved in extra-curricular activities as evidenced by an audit of attendees.
Impact of the Intervention				
<p>Exam results in subjects that had requests for trips and/or on-going materials supplied, were:</p> <ul style="list-style-type: none"> • Year 10 Early Option Product Design: DP students achieved 8.3% higher in A*-C grades than non-DP students; • Year 10 Early Option Expressive Arts: DP students achieved higher than non-DP students with A*-A grades, 4+ Levels of Progress and 5+ Levels of Progress; • Year 10 Early Option Geography: 100% of DP students achieved A*-C grades, higher than non-DP students; • Year 10 Early Option Home Economics: DP students achieved 7.8% higher in A*-C grades and 4.2% higher in 3+ Levels of Progress than non-DP students; • Year 11 GCSE Art: DP students achieved a higher 3+ Levels of Progress than non-DP students; • Year 11 Geology: DP students performed higher than non-DP students in A*-A (by 10.7%), A*-C (by 3.6%), A*-G (by 7.1%), 3+ Levels of Progress (by 13.5%), 4+ Levels of Progress (by 3.8%) and 5+ Levels of Progress (by 17.3%); • Year 11 Resistant Materials: Whilst there is still a gap between the 3+ Levels of Progress of DP and non-DP students, this has narrowed from 26.2% in 2015 to 3.2% in 2016. <p>16.7% of students in both the 35km and 45km Ten Tors teams (Years 10 and 11 respectively) were DPs.</p> <p>7.7% of the students who went on the Year 10 Battlefields trip were DP. Whilst this seems low, only 18.2% of the students who study history are DPs, and 21.8% of these went as compared to 57.1% of non-DPs.</p>				
Next Steps				
<p>This allocated budget was used to purchase materials required for practical GCSE subjects, such as art and DT. It is hard to quantify the impact of this, but students were not further disadvantaged, as compared to their peers, and it avoided stigmatising them. It also meant they were working on an item they could keep and have pride in.</p> <p>Essential trips, for all year groups, were covered, and where a trip was deemed to enhance their extra-curricular learning, it was part funded, as were music lessons.</p> <p>Next year an on-going analysis of the proportions of DP students going on trips and attending extra-curricular activities will be undertaken to ascertain the proportions of DP to non-DP.</p>				
Total DP funds of £298,058 – Actual Expenditure of £254,076 = Roll forward funds of £43,982 for additional DP needs that arise in future years.				

CATCH-UP PREMIUM				
Income = £17,500				
Area of Spend	Contribution from Pupil Premium	Description of Intervention * where identified by Sutton Trust/Hattie	Intended Outcomes	How impact is to be measured
ACADEMIC INTERVENTION CAPABILITY				
Nurture Group Teacher (40% of total cost)	£17,500	Primary trained teacher who delivers literacy and numeracy to students entering secondary school below level 3 in core subjects. Funded largely by Catch-Up Premium but topped up with DP funding of £13,171 (see above). <i>Sutton Trust: Feedback +8 months; Phonics +4 months; Reducing Class Size +3 months</i>	Students who enter secondary school with complex learning needs, and who have many barriers to learning, make accelerated progress due to high-quality, personalised teaching from a primary school specialist.	Year 7, 8 and 9 students in the Nurture Groups make rapid and sustained progress, evidenced through tracking and work samples.
	Impact of the Intervention			
	The best indicator of progress with the nurture group is students moving back to mainstream classes:			
	The year 7 nurture group has seen 2 students move back to mainstream classes this year, taking the class size down to 7.			
	In 2015-16, so as to target other students qualifying for "Catch-Up", intervention was provided for English by the Individual Learning Department and for Maths by Maths teachers			
In maths, as measured by their end of year assessments, the Year 7s were on average above their targets for the end of Year 7.				
Next Steps				
From September 2016, the Nurture Group Teacher will be funded through the "SEN" budget. The English and Maths HLTAs will work with Year 7 "Catch-Up" students for 50% of their time.				
This is so the "Catch-Up" funding impacts more students who arrive with below age expected attainment.				