

Bromley Beacon Academy Orpington and Bromley Campus

Pupil Premium Funding

Year 7 Literacy and Numeracy Catch-Up Premium

2017 - 2018

Bromley Beacon Academy Pupil premium funding Report

At Bromley Beacon Academy we have the highest expectations and aspirations for all our students. Our Trust Board shares our belief that every student should have an equal opportunity to achieve potential. We share the drive to ensure that every student's academic achievement and qualifications matters.

We make every effort to ensure that disadvantaged students receive outstanding support and believe that our core business is to ensure our students make at least good progress as a result of good or outstanding teaching. The Department for Education (DfE) provides additional Pupil Premium Funding (PPF) to all schools based on the number of students eligible for Free School Meals (FSM) and the number of children who are looked after (CLA) and the aim of PPF is to support schools in raising the achievement of the most disadvantaged students.

As a school, we recognise that it is not the funding itself that will improve achievement and attainment, but how it is used. The Department for Education (DfE) expects us to use PPF appropriately and to be accountable for the decisions we make. We also know that Ofsted consider the active involvement of trustees as one of the characteristics of schools that are successfully using their PPF to improve achievement and that successful schools *"thoroughly involve trustees in the decision making and evaluation process"*.

Barriers to Learning Pupil Premium Strategy Statement for 2017-2018

The barriers to learning set out below reflect some deep seated and seemingly intractable socio-economic issues which do not lend themselves to "quick fixes". Our Academy uses a large part of pupil premium money to break down these barriers consistently to ensure our young people are able progress to the next stage of their education or training successfully. Within this overall approach, there will be a degree of variation in how pupil premium money is spent on an annual basis in response to specific performance data and outcomes. Furthermore, the senior leadership of the school and Trustees do look critically at the impact this spending is having on outcomes for all children, but especially the disadvantaged.

Barriers to learning – (these are identified in the 2017/18 Pupil Premium spending plan)

- a. Difficult life experiences outside school
- b. Poor speech and language development
- c. Speaking, reading and writing gaps
- d. Very low baseline attainment on entry due to significant gaps in their education as well as having social, emotional and personal development and communication issues.
- e. Parental disengagement and low aspirations
- f. Limited access to high quality learning materials outside school
- g. Attendance and punctuality issues
- h. Safeguarding and emotional barriers
- i. All children have special needs and therefore learning issues are compounded by some of the above

Funding Allocation

Financial Year	Amount of Pupil Premium
2013-14	£32,400
2014-15	£36,190
2015-16	£33,070
2016-17	£37,520
2017-18	£68,805

	2013- 14	2014-15	2015-16	2016-17	2017-18
Number of FSM Students for PP	34	34	35	32	66
Number of CLA for PPP	2	1	0	4	6
Number of service children	0	0	0	0	0
Total	£32,400	£33,690	£33,070	£37,520	£68,805

Funding by site

This year we have decided to separate funding between sites as the needs for KS2, KS3 and KS4 students can be different. Where both sites require similar projects we will aim to buy in services across both sites to get best prices.

	Bromley	Orpington
Number of PP	37 (73%)	34 (87%)
Number of CLA	6 (12%)	2 (5%)
2017-18	£34,595	£34,210
Total: : £68,805		

How does Bromley Beacon Academy monitor the impact of Pupil Premium Funding?

- The school has robust measures in place to track the progress of FSM students and CLA and compares this to the rest of the cohort. Evidence of underachievement is rigorously challenged and interventions put in place to ensure students make at least the nationally expected progress.
- The school monitors absence closely and has a robust and systematic approach to contacting families where there are concerns about attendance.
- The Executive Headteacher has overall responsibility for the impact of PPF, however key personnel have the task of monitoring the effectiveness on a day to day basis and meets with the named trustee on a termly basis to report back on outcomes.

HOW WE USED PPF 2015 -16 £33,070

PUPIL PREMIUM PROJECT	COST/STAFF TIME	COST*	OBJECTIVE	INTENDED IMPACT	ACTUAL OUTCOME/IMPACT
Thematic Weeks	Staff time, trips, resourcing	£6000	To provide enrichment activities/ learning through cross curricular themes. Six themed weeks schedule for the academic year. To create social communication and love of learning for subject areas through alternative type approaches to teaching and learning using outside providers to support.	To provide a wider curriculum focus for our young people in different areas of the curriculum. Chance for our young people to experience different activities and meet outside speakers who could provide significant expertise.	Instead of thematic weeks, we decided to focus on thematic days every half term providing our young people with different opportunities in areas such as science and insects, gangs and drugs, Child Sexual Exploitation, Bullying, IMPACT Day with London Fire Brigade. These were a significant success with students engaging appropriately in all activities and demonstrating appropriate social skills without providers.
Accelerated Reading programme. Collaboration of key subject areas and Head of English to provide a reading enrichment during the school day.	Staff time, resources (books), and testing.	£3000	To continue our focus on improving reading ages and increase access to curriculum with a minimum 6 months progress or reaching their chronological age especially for all year 7 students. One to one reading intervention for every student.	Improved reading skills and spelling ages. Confidence and enthusiasm to engage in reading in school and at home. Increased access to both key Stage 3 and 4 curriculum and consequently number of qualifications.	Through appropriate assessment programme, progress across the school has been 2 years for both reading and spelling ages. Culture of reading has grown significantly and ½ termly competitions have created significant impact on our students.
MYMATHS SUBSCRIPTION & SINGAPORE MATHS TRAINING	Staff time, subscription, resources	£1140	To enhance numeracy skills across the school. To increase access to GCSE Mathematics curriculum and secondary curriculum as well as provide key functional skills for students	To ensure all students make at least expected progress in maths as well as supporting KS4 students to access and gain Functional Skills and GCSE qualifications.	Yr 7 - 67%, Yr 8 – 67% Yr 9 – 76% Yr 10 – 63% Yr 11 – 91% on track or exceeding expected progress from baseline
PIXL	Staff time	£3000	To provide strategic and operational support for leadership, with a view to raising	HOS to lead on PIXL implementation across the school to ensure BBA is at the fore front of school	Impact of PIXL strategies and Principles have been evidenced across our School Improvement Priorities in the following:

			attainment and progress across the school.	improvement, at pace with national changes within and beyond educational landscapes, reactive to curriculum changes to ensure opportunity for all our students and department leads. To avail of special schools data platforms such as Progress 5 Tracker and to enable us to make comparisons with similar schools nationally. To take advantage of a highly skilled SEMH Associate to assist SLT in achieving KPIs – 4 Interim reports issued.	<p>TLA: Embedded PLCs for KS4 students to support with intervention strategies to close gaps in learning for exam preparation and coursework. Use of a variety of PIXL strategies with TLA Policy.</p> <p>Curriculum: Use of ECDL, Choice of differentiated exam pathways in Core and non-Core to enhance offer to students and reap accurate results and improve VA this summer. Data: Through Progress 5 Tracker we can map early any concerns in outcomes across subject range</p> <p>Working in Partnership: Great use of sharing best practice such as strategies to improve KPIs such as NEET, new ways to implement therapy provision as well as TRIP and Main Meetings to network and arrange visits to other schools.</p> <p>PIXL Associate: Analyses key data to help improve our WIG which we have done this year.</p>
Uniform	Uniform	£1000	To ensure students are smart and well dressed, modelling the world of work. Take responsibility for their own appearance and raise self-esteem.	All students attending school in appropriate uniform every day and by creating a school ethos of zero tolerance to breaching this rule.	Ties and jumpers purchased for all students. For specific students who suffer significant financial disadvantaged we purchased shirts, trousers and even footwear to ensure they were dressed the same as other students.
REWARDS	Tesco vouchers	£3000	To provide recognition for consistent and improved attendance, effort and behaviour in lessons and across the school.	To create a positive culture within school where key variables were rewarded on a weekly basis. This would then	Attendance improved from 68% to 82%. Number of PAs decreased by 34%

			Using a positive behaviour approach to impact on whole school behaviour	have a significant impact on behaviour and attendance overall.	Number of serious incidents involving external support decreased from 28 to 3.
TRIPS	Staff time, transport, venue	£5000	To expose students to cross curricular opportunities and education in context.	Half termly trips arranged for students to celebrate success at school through improved academic performance, behaviour and attendance.	Students were taken on half termly trips to go karting, paint balling, High Ropes Course, Thorpe Park, Quad Biking and for the last trip of the year where all students attended – paintballing and go karting (students' choices!!)
NUMERACY HLTA	Staff time, resources	£7000	To support as well as enhance the teaching and learning of numeracy across the school with one to one interventions	Yr 7 – 70%, Yr 8 – 70% Yr 9 – 70% Yr 10 – 80% Yr 11 – 80% on track or exceeding expected progress from baseline	Yr 7 - 67%, Yr 8 – 67% Yr 9 – 76% Yr 10 – 63% Yr 11 – 91% on track or exceeding expected progress from baseline

* Costings worked out on a percentage of usage by P.P. students

How we used PPF 2016 – 17 £37,520

PUPIL PREMIUM PROJECT	COST/STAFF TIME	COST*	OBJECTIVE	INTENDED IMPACT	ACTUAL OUTCOME/IMPACT																											
CRISIS COUNSELLING SERVICE	Staff time,	£10,000	To provide daily emotional well-being support on both sites for our young people to ensure they are ready to learn if they come into school in a crisis state.	To support students with their emotional needs so that they are able to work on past and current experiences and are better able to access their education.	Counselling service has increased dramatically during 2016 – 17 and is no longer purely for crisis needs. At the end of the year 61% of students were accessing counselling. This has helped students deal with their issues which has meant that they are better able to access their academic curriculum. In 2017-18 and SEMH tracker is being introduced to track this progress more accurately.																											
ACCELERATED READER, READ WRITE INC, READING EGGS, EDUCATION CITY	Staff time, resources (books), and testing.	£5000	To continue our focus on improving reading ages and increase access to curriculum with a minimum 6 months progress or reaching their chronological age especially for all year 7 students. One to one reading intervention for every student. Due to the new split site arrangement, further reading books required to ensure all young people able to access reading intervention/ support where appropriate.	Improved reading ages so that students are progressing at expected or better rate towards year expectations. This will mean that students are better able to access all areas and subjects within the curriculum.	<table border="0"> <tr> <td>Yr 3</td> <td>3 students</td> <td>100%</td> </tr> <tr> <td>Yr 4</td> <td>2 students</td> <td>100%</td> </tr> <tr> <td>Yr 5</td> <td>5 students</td> <td>80%</td> </tr> <tr> <td>Yr 6</td> <td>8 students</td> <td>75%</td> </tr> <tr> <td>Yr 7</td> <td>2 students</td> <td>100%</td> </tr> <tr> <td>Yr 8</td> <td>7 students</td> <td>78%</td> </tr> <tr> <td>Yr 9</td> <td>17 students</td> <td>41%</td> </tr> <tr> <td>Yr 10</td> <td>18 students</td> <td>34%</td> </tr> <tr> <td>Yr 11</td> <td>9 students</td> <td>56%</td> </tr> </table> <p>on track or exceeding expected progress from baseline</p>	Yr 3	3 students	100%	Yr 4	2 students	100%	Yr 5	5 students	80%	Yr 6	8 students	75%	Yr 7	2 students	100%	Yr 8	7 students	78%	Yr 9	17 students	41%	Yr 10	18 students	34%	Yr 11	9 students	56%
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MYMATHS SUBSCRIPTION	Staff time, subscription, resources	£1,140	To enhance numeracy skills across the school. To increase access to Maths curriculum as well as provide key functional skills for students.	To ensure all students make at least expected progress in maths as well as supporting KS4 students to access and gain Functional Skills and GCSE qualifications.	Yr 3 3 students 67% Yr 4 2 students 100% Yr 5 5 students 100% Yr 6 8 students 100% Yr 7 2 students 100% Yr 8 7 students 56% Yr 9 17 students 35% Yr 10 18 students 44% Yr 11 9 students 78% on track or exceeding expected progress from baseline
PIXL	Staff time, subscription	£5,000	To provide strategic and operational support for leadership, with a view to raising attainment and progress across the school. Due to primary aspect to the school, now paying for Pixl Primary and Pixl Main.	To provide strategic and operational support for leadership, with a view to raising attainment and progress across the school. Due to primary aspect to the school, now paying for Pixl Primary and Pixl Main.	. Use of 'I can' statements within new data tracking . Update of information on KS2 – 5 for curriculum diagnosis and support
UNIFORM	Uniform	£5,995.02	To provide a set of school uniform to all students at the start of the academic year or when the student starts.	To ensure students are smart and well dressed, modelling the world of work. To enable and encourage students to take responsibility for their own appearance and raise self-esteem. We have improved the school uniform for this year with introduction of PE uniform for all students, plus blazers at Bromley Campus.	Jumpers and ties purchased for all students. This has given the students a sense of pride, belonging and responsibility. Extras such as shoes and trousers for students from families in particularly difficult circumstances. This has meant that these students have clothes that fit well, are comfortable and makes the students feel similar to others.

REWARDS	Tesco vouchers	£6000	To provide recognition for consistent and improved attendance, effort and behaviour in lessons and across the school. Using a positive behaviour approach to impact on whole school behaviour. Due to two sites, increase of the funding to allow for all students to be able to access rewards on a weekly basis where appropriate.	To create a positive culture within school where key variables were rewarded on a weekly basis. This would then have a significant impact on behaviour and attendance overall. Key rewards for attendance, reading, uniform, writing.	Attendance: increased from 81% to 84% Improvements in behaviour seen through reduced police referrals Strong academic progress shown in KS2, lower KS3 and year 11 results.
TRIPS	Staff time, transport, venue	Orpington: £2886.15 Bromley: £3309.70	To expose students to cross curricular opportunities and education in context.	To support students in making good behaviour choices across a half of term. Involvement of student council which helps students to feel and have a say in what is happening in the environment around them and for them.	Students took part in a wide range of reward trips such as Kidzania, Chessington, Quad biking, Science museum and panto. This not only helped promote good behaviour, team building but also became an important part of school council as they helped to make decisions on destinations etc.
					Total: £37993.87

* Costings worked out on a percentage of usage by P.P. students

School Priorities for 2017 - 2018

Effectiveness of leadership and management

- . Promoting the consistent application of expectations and policy with all staff and students contributing to the development of the school
- . Rigorous safeguarding procedures are maintained in daily practice by all staff and students and embedded for new staff and students
 - . To develop the value of the role of the Trust Strategic Groups and Trust Board to ensure quality and consistency
 - . To continue to develop our positive parent partnerships to enhance home to school collaboration
 - . Further develop leadership roles and responsibilities across the school at all levels

Quality of teaching, learning and assessment

- . To improve the quality of teaching across all subject areas through planning and delivery that engages and drives the learning for individuals so a greater % of students make substantial and sustained progress

Personal development, behaviour and welfare

- . All staff, students and parents demonstrate a good understanding of the concepts and principles of SEMH and thus providing students with a therapeutic platform to achieve their full potential.
- . Ensure the use of consistent behaviour management strategies alongside delivering an appropriate and engaging curriculum and therapeutic support to improve students behaviour and attendance
- . All staff, students and parents understand the importance of good habits and aim to ensure regular attendance by students and to minimise the disruption to learning caused by external exclusion.

Outcomes for children and other learners

- . Embedding current and developing new assessment systems to ensure that all gaps are identified early and addressed effectively to improve outcomes, move closer to, meet or exceed national expectations
- . Therapeutic/emotional wellbeing targets and tracking to be developed across the school to support the staff, students and parents understanding of SEMH so that emotional progress is given equal weighting to academic progress

INCOME 2017-18 Split across sites due to differing needs of different ages of students

	Bromley	Orpington
Number of PP	37 (73%)	34 (87%)
Number of CLA	6 (12%)	2 (5%)
2017-18	£34,595	£34,210
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Barriers to learning

- a. Difficult life experiences outside school
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- e. Parental disengagement and low aspirations
- f. Limited access to high quality learning materials outside school
- g. Attendance and punctuality issues
- h. Safeguarding and emotional barriers
- i. All children have special needs and therefore learning issues are compounded by some of the above.

PROPOSED SPENDING 2017 – 2018 BROMLEY

PROJECT	BARRIER TO LEARNING	COST*	OBJECTIVE	INTENDED IMPACT
Therapeutic provision	a, d, e, h	£10,000	To increase counselling service so that a greater number of students are able to access and gain benefits of this service. This is to support students with their social and emotional wellbeing so that they are then able to make better choices in their own behaviour, that they will feel more settled and supported and that they are able to access their academic studies.	To support students with their emotional needs so that they are able to work on past and current experiences and are better able to access their education.
Academic trips	a, e, f, g	£5000	To expose students to cross curricular opportunities and education in context.	To make learning interactive and engaging. To show students how their learning in school works within the world and why it is important.
Reward trips	a,d, e, f, g	£5000	To support students in making good behaviour choices across a half of term. Involvement of student council which helps students to feel and have a say in what is happening in the environment around them and for them.	To support students in making good behaviour choices across a half of term. Involvement of student council which helps students to feel and have a say in what is happening in the environment around them and for them.

Uniform	e, f	£3000	To ensure students are smart and well dressed, modelling the world of work. Take responsibility for their own appearance and raise self-esteem.	To ensure students are smart and well dressed, modelling the world of work. To enable and encourage students to take responsibility for their own appearance and raise self-esteem. We have improved the school uniform for this year with introduction of PE uniform for all students, plus blazers for BBAB.
Rewards	a,d, e, f, g	£3000	To provide recognition for consistent and improved attendance, effort and behaviour in lessons and across the school. Using a positive behaviour approach to impact on whole school behaviour.	To create a positive culture within school where key variables are rewarded on a weekly basis. This would then have a significant impact on behaviour and attendance overall. Key rewards for attendance, reading, uniform, writing.
Literacy intervention and support packages	a, b, c, d	£3000	To continue focus on improving reading and spelling standardised scores so that students who are below their expected attainment can make good or rapid progress so that the gap is closed. This progress will increase student's access across the curriculum. To add to and expand reading collection: colour banded reading books to aid reading progress and high interest low level reading books keep the interest of students.	Improved reading standardised scores so that students are progressing at expected or better rate towards year expectations. This will mean that students are better able to access all areas and subjects within the curriculum.
Numeracy intervention and support packages e.g. My Maths subscription	a, d	£4200	To continue focus on improving numeracy skills so that students who are below their expected attainment can make good or rapid progress so that the gap is closed. This progress will increase student's access across the curriculum such as in science, cookery etc. To enhance numeracy skills across the school. To increase access to GCSE Mathematics curriculum and secondary curriculum as well as provide key functional skills for students.	To ensure all students make at least expected progress in maths as well as supporting KS4 students to access and gain Functional Skills and GCSE qualifications.
Residential trip	a,d, e, f, g, h	£3000	To provide opportunities to those students from disadvantage families with similar enrichment trips as their peers.	The trip will give students the opportunities to develop their independence and risk taking skills. It will also give students a chance to bond with

				others, work with in teams to reach outcomes and show them the importance of this.
EduKit Insight	i	£500	Shared cost with Orpington site – to support tracking, analysis and outcomes of student premium spending across both sites. This will help to effectively analyse how well each intervention is working and inform future student premium spend.	To more accurately track the support that is given to students who are PP so that we can show the outcomes and better target these interventions.
PIXL	i	£2500	Shared across both sites - To provide strategic and operational support for leadership, with a view to raising attainment and progress across the school. Due to primary aspect to the school, now paying for Pixl Primary and Pixl Main.	To provide strategic and operational support for leadership, with a view to raising attainment and progress across the school. This will also support giving various strategies to the year 11 cohort to access and pass their GCSEs.
				£39,200

PROPOSED SPENDING 2017 – 2018 ORPINGTON

PROJECT	BARRIER TO LEARNING	COST*	OBJECTIVE	INTENDED IMPACT
Therapeutic provision	a, d, e, h	£10,000	To increase counselling service so that all students (apart from those accessing counselling off site eg. CAMS) on site are accessing some form of counseling (talking, drama, art, music etc) and gain benefits of this service. This is to support students with their social and emotional wellbeing so that they are then able to make better choices in their own behaviour, that they will feel more settled and supported and that they are able to access their academic studies.	To support students with their emotional needs so that they are able to work on past and current experiences and are better able to access their education.
Academic trips	a, e, f, g	£1000	To expose students to cross curricular opportunities and education in context e.g. The Globe Theatre, Parliament, Science museum.	To make learning interactive and engaging. To show students how their learning in school works within the world and why it is important.
Reward trips	a,d, e, f, g	£4000	To support students in making good behaviour choices across a half of term. Involvement of student council which helps students to feel and have a say in what is	To support students in making good behaviour choices across a half of term. Involvement of student council which helps students to feel and

			happening in the environment around them and for them.	have a say in what is happening in the environment around them and for them.
Uniform	e, f	£3000	To ensure students are smart and well dressed, modelling the world of work. Take responsibility for their own appearance and raise self-esteem.	To ensure students are smart and well dressed, modelling the world of work. To enable and encourage students to take responsibility for their own appearance and raise self-esteem. We have improved the school uniform for this year with introduction of PE uniform for all students.
Rewards	a, d, e, f, g	£3000	To provide recognition for consistent and improved attendance, effort and behaviour in lessons and across the school. Using a positive behaviour approach to impact on whole school behaviour.	To create a positive culture within school where key variables were rewarded on a weekly basis. This would then have a significant impact on behaviour and attendance overall. Key rewards for attendance, reading, uniform, writing.
Music equipment	a, d, f	£500	For music therapy and music lessons. As a part of the new curriculum BBAO have introduced Music for year 5 and 6. The therapy team has also included music therapy as part of their offer to students.	The aim is to support students to get a well-rounded offer of subjects which will engage them and give ways for them to deal with their negative emotions.
Student Contingency Fund	e, f, h	£2000	For items such as shoes, clothes etc. Many of our students come from low income families. Due to this there is often not much money to buy new school shoes, trousers etc.	As a school we feel that it is important that our students are kept warm, dry and have self – esteem. We therefore wish to be able to offer, families in need, support in this way.
Literacy intervention and support packages including ‘Reading Eggs’ subscription	a, b, c, d	£3250	To continue focus on improving reading and standardised scores so that students who are below their expected attainment can make good or rapid progress so that the gap is closed. This progress will increase student’s access across the curriculum. To add to and expand reading collection: colour banded reading books to aid reading progress and high interest low level reading books keep the interest of students. To support literacy and reading across primary and KS3. ‘Reading Eggs’ will help to support students and parents with home learning and also helps to engage students with their literacy lessons.	Improved reading standardised scores so that students are progressing at expected or better rate towards year expectations. This will mean that students are better able to access all areas and subjects within the curriculum. Additionally this will support year 6 KS2 students to access and gain their literacy SATs and year 8 to gain Functional Skills in English.

Numeracy intervention and support packages including 'My Maths' subscription	a, d	£4200	To continue focus on improving numeracy skills so that students who are below their expected attainment can make good or rapid progress so that the gap is closed. This progress will increase student's access across the curriculum such as in science, cookery etc. To enhance numeracy skills across the school. To help students be more independent in their own learning. To increase access to functional skills Mathematics curriculum in the KS3 provision. 'My Maths' will also help to support students with home learning.	To ensure all students make at least expected progress in maths as well as supporting year 6 KS2 students to access and gain their numeracy SATs and year 8 to gain Functional Skills in Maths.
Education City subscription	a, b, c, d	£250	To support numeracy, literacy and science learning across primary and KS3.	To support students and parents with home learning. To help engage students when in school.
P4C	b, c, d, e	£400	Training for member of staff to introduce philosophy for children to the school. This will encourage students to be able to think more critically and take risks.	For students to think more critically across all of their subjects and be able to take risks with giving opinions but also to be able to give others a chance to express themselves.
EduKit Insight	i	£500	Shared cost with Bromley site – to support tracking, analysis and outcomes of student premium spending across both sites. This will help to effectively analyse how well each intervention is working and inform future student premium spend.	To more accurately track the support that is given to students who are PP so that we can show the outcomes and better target these interventions.
PIXL	i	£2500	Shared across both sites - To provide strategic and operational support for leadership, with a view to raising attainment and progress across the school. Due to primary aspect to the school, now paying for Pixl Primary and Pixl Main.	To provide strategic and operational support for leadership, with a view to raising attainment and progress across the school. This will also support giving various strategies to help the year 6 cohort to access and pass their SATs and then the year 8s to access and pass Functional Skills.
				£ 34,600

* Costings worked out on a percentage of usage by P.P. students

Year 7 Literacy and Numeracy Catch Up

The government provide literacy and numeracy catch up funding for those students who do not reach a scaled score of 100 (expected attainment) in either reading or maths in the year 6 SATs exams. Interventions, to help students catch up with the national cohort, need to be examined carefully so that the money is used effectively. A condition of the funding is that we must publish details of how we spent the funding and the impact that it has had. We must also document how we intend to spend the funding in the next year.

Financial Year	Number of Students Eligible	Year 7 Catch Up Funding
2016-17	4	£1333
2017-18	10	£3300

2016 - 2017

PROJECT	COST/STAFF TIME	COST	OBJECTIVE	INTENDED IMPACT	ACTUAL OUTCOME/IMPACT
1-2-1 English intervention	Staff, intervention packages	£700.00	To support students to improve their English so that they are able to make rapid progress	Rapid progress of students working below national expectation at Year 7 literacy so that the gap is reduced.	100% of year 7 students made above expected progress in English
1-2-1 Numeracy intervention	Intervention	£700.00	To support students to improve their maths so that they are able to make rapid progress	Rapid progress of students working below national expectation at Year 7 numeracy so that the gap is reduced.	100% of year 7 students made above expected progress in maths
					Total: £1400.00

Proposed Spend 2017 – 2018

PROJECT	COST*	OBJECTIVE	INTENDED IMPACT
Phonics intervention package and Progress Partner (PP) to deliver weekly to small groups (during extended form time).	£2500.00	To support students to be able to use phonics to improve their reading so that they can better access their work and make rapid progress in literacy – contribution towards PP salary.	Following on from the 1-2-1 English intervention package from last year it became apparent that students were, often, unable to access the work due to their low reading ages therefore this year we have put this as a priority. If students are able to access the reading then they will not only be able to make rapid progress in literacy but also within all subjects.
Targeted Numeracy intervention delivered by	£1000.00	To buy resources and contribute toward a PP to support students to	Through the last year we found that, often, our students struggled to access and progress quickly within their maths lessons as they needed to improve their basic maths

<p>Maths intervention PP (during extended form time).</p>		<p>improve their 'foundation' mathematic skills e.g. timetables, 4 functions</p>	<p>skills such as the timetables. We believe that it is important for them to be able to improve these so that they can then make rapid progress within the classroom.</p>
			<p>Total: £3500.00</p>