



# PUPIL PREMIUM AND CATCH UP FUNDING REVIEW 2016/17

DECEMBER 2016

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## SUMMARY INFORMATION

Pupil Premium is additional funding provided by the Department for Education to enhance the education experience of financially disadvantaged students. It aims to reduce inequalities and gaps in attainment between those students in specific socio-economic groups (namely those students entitled to free school meals, looked after children and children of service personnel) and their peers.

The amount of Pupil Premium funding allocated to Catmose College for the 2016/17 financial year is £134,000. This is down on the £136,144 awarded in 2015/16.

The literacy and numeracy catch-up premium gives schools additional funding to support Year 7 pupils who did not achieve the expected standard in reading and/or maths at the end of Key Stage 2.

In 2015/16 the College received £16,000 catch-up funding. In 2016/17 the amount will be the same.

Total number of pupils	886
Number of pupils eligible for PP	122 (13.8% of the College population)
Total PP budget	£134,000
Number of pupils eligible for Catch Up funding in Y7	32
Total Catch Up funding budget	£16,000
Date of next PP and Catch Up funding review	December 2017

## HEADLINE FIGURES

	Pupils eligible for PP	National value for all students
5 A*-C including English and Maths	59.3%	56.8%
New Basics Measure (A*-C in English and Maths)	63%	62.6%
Students achieving the E-BACC qualification	11.1%	24.5%
Students making 3+ LOP in English	85.2%	

Students making 3+ LOP in Maths	70.4%	
Attainment 8	50.48	49.34
Progress 8	0.26	0
English Element Progress	0.39	0
Maths Element Progress	0.21	0
EBACC Progress	0.39	0
Open Progress	0.8	0
Destination Data (calculations for 2015/16 cohort)	92%	85% Pupil Premium 94% All

- In Year 11 (2015/16) 27 of the 165 students were eligible for the Pupil Premium finding.
- 63% of Pupil Premium students achieved the Basic Measure of C or above in Maths and English. For non-Pupil Premium students, the percentage was 83.3%. Both these groups achieved above the national value of 62.6%.
- In 10 of the 30 GCSE subjects studied Pupil Premium students outperformed non-Pupil Premium students on the 3 Levels of Progress measure.

## RAISE ONLINE / OFSTED DASHBOARD

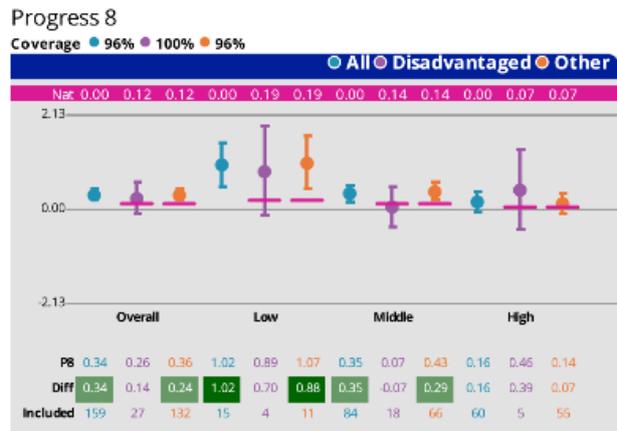
### OFSTED FRAMEWORK – OUTCOMES

#### SUMMARY JUDGEMENT: OUTSTANDING

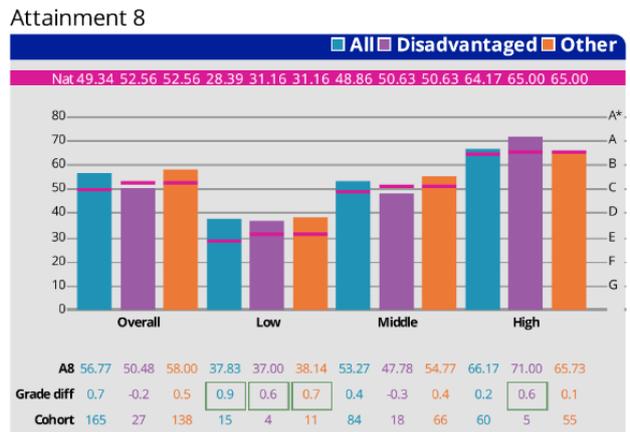
- The progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points.
- For pupils generally, and specifically for disadvantaged pupils and pupils who have special educational needs and/or disabilities, progress is above average across nearly all subject areas.
- From different starting points, the progress in English and in mathematics is high compared with national figures. The progress of disadvantaged pupils from different starting points matches or is improving towards that of other pupils nationally.
- Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.

Progress 8							Attainment 8						
<b>Overall</b>													
Cohort		All		Dis			Cohort		All		Dis		
Score		159		27			165		27				
CI +/-		0.3		0.3			56.77		50.48				
Rank		0.2		0.4			49.34		52.56				
							<b>Difference</b>		<b>7.43</b>		<b>-2.08</b>		
		Low		Middle			Low		Middle			High	
		All Dis		All Dis			All Dis		All Dis			All Dis	
Cohort	15	4	84	18	60	5	Cohort	15	4	84	18	60	5
Score	1.02	0.89	0.35	0.07	0.16	0.46	School	37.83	37.00	53.27	47.78	66.17	71.00
National	0.00	0.19	0.00	0.14	0.00	0.07	National	28.39	31.16	48.86	50.63	64.17	65.00
Difference	1.02	0.70	0.35	-0.07	0.16	0.39	Difference	9.44	5.84	4.41	-2.85	1.99	6.00
CI +/-	0.54	1.04	0.23	0.49	0.27	0.93	<b>Diff (grades)</b>	0.9	0.6	0.4	-0.3	0.2	0.6
Rank	3	4				5							

On the Progress 8 measure, high ability financially disadvantaged students performed exceptionally well, achieving a score of 0.46 (0.39 over the national score). This ranked us in the fifth percentile nationally. Low ability disadvantaged students also performed well, achieving a Progress 8 Score of 0.89, 0.7 above the national score, which ranked us in the fourth percentile. An area for development will be the progress of middle ability disadvantaged students, who achieved a score of 0.07. However, as the confidence interval line indicates, their performance is still in line with the national score.



On the Attainment 8 measure a similar pattern is evident, with low and high ability financially disadvantaged students achieving 0.5 to <1 grades above the national score. Again, we see a slight dip in the performance of middle ability disadvantaged students who are -2.85 below the national value.







financially disadvantaged students again flag up as an area we can develop; however, their performance remains in line with the national score.

Attainment													
grade C or above						grade C or above							
<b>English and mathematics</b>						<b>English Baccalaureate</b>							
Cohort		All		Dis		Cohort		All		Dis			
School %		165		27		School %		165		27			
National %		79		63		National %		25		11			
Difference %		62		69		Difference %		24		29			
		17		-6				1		-18			
		Low		Middle		High		Low		Middle		High	
		All		Dis		All		Dis		All		Dis	
Cohort		15		4		84		18		60		5	
School %		20		0		77		67		97		100	
National %		11		13		62		68		95		97	
Difference %		9		-13		15		-1		1		3	
Diff (no of pupils)		1		0		12		0		0		0	
		15		4		84		18		60		5	
School %		0		0		12		6		47		40	
National %		1		1		15		17		55		57	
Difference %		-1		-1		-3		-11		-8		-17	
Diff (no of pupils)		0		0		-2		-2		-4		0	

In terms of Attainment, 0% of low ability financially disadvantaged students (4) managed to achieve C+ in English and Mathematics. On this measure middle and high ability students were broadly in line with national values.

Progress													
<b>Science pillar</b>													
Entries		All		Dis		Entries		All		Dis			
Score		159		27		Score		0.2		0.0			
CI +/-		0.2		0.4		CI +/-		0.2		0.4			
Rank						Rank							
		Low		Middle		High		Low		Middle		High	
		All		Dis		All		Dis		All		Dis	
Entries		15		4		84		18		60		5	
Score		0.72		0.97		0.08		-0.27		0.20		0.38	
National		0.00		0.13		0.00		0.10		0.00		0.06	
Difference		0.72		0.83		0.08		-0.37		0.20		0.32	
CI +/-		0.54		1.05		0.23		0.49		0.27		0.94	
Rank													

On the Science pillar middle ability, disadvantaged students were under the national value by -0.37. On the attainment measure for Science 0% of low ability disadvantaged students and 44% of middle ability disadvantaged students managed to secure a C grade or above. Both these percentages are down on the national percentages of 16% and 61% respectively. These gaps will need to be closed over the next academic year.

Progress													
<b>Languages pillar</b>													
Entries		All		Dis		Entries		All		Dis			
Score		52		5		Score		1.0		1.9			
CI +/-		0.4		1.2		CI +/-		0.4		1.2			
Rank		5		1		Rank		5		1			
		Low		Middle		High		Low		Middle		High	
		All		Dis		All		Dis		All		Dis	
Entries		0		0		21		3		31		2	
Score		-		-		0.83		2.46		1.07		1.11	
National		0.00		0.10		0.00		0.03		0.00		0.04	
Difference		-		-		0.83		2.43		1.07		1.07	
CI +/-		-		-		0.59		1.56		0.49		1.91	
Rank		-		-									

Progress and attainment in Languages and Humanities is strong for disadvantaged students in all ability groups, in line with or doing better than the national value.

Progress													
<b>Humanities pillar</b>													
Entries		All		Dis		Entries		All		Dis			
Score		119		17		Score		0.9		1.0			
CI +/-		0.3		0.7		CI +/-		0.3		0.7			
Rank		3		2		Rank		3		2			
		Low		Middle		High		Low		Middle		High	
		All		Dis		All		Dis		All		Dis	
Entries		5		1		64		11		50		5	
Score		1.45		1.34		1.07		1.13		0.66		0.48	
National		0.00		0.20		0.00		0.15		0.00		0.08	
Difference		1.45		1.14		1.07		0.98		0.66		0.40	
CI +/-		1.27		2.84		0.35		0.86		0.40		1.27	
Rank													

## DESTINATION DATA

According to Raise Online (2013/14 KS4 pupils) 92% of disadvantaged pupils at the College went on to a sustained education or employment/training destination. This was 5% above the national average of 87%. In terms of those going on to sustained education the percentage was 77% (6% down on the national), with those going on to sustained employment and/or training 15% (12% up on the national).

Internal data for the 2015/16 cohort appears to indicate that 92% of disadvantaged students went on to sustained education and/or employment/training after leaving the College. This is expected to be above the national percentage.

## OFSTED FRAMEWORK – PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

### SUMMARY JUDGEMENT: OUTSTANDING

- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.

Attendance at the College is Outstanding. In 2016 overall attendance was 97.2%, 2.2% above the national percentage. Persistent absence (absent for 10% of sessions or more) was also low at 4.6%, 7.8% better than the national value of 12.4%.

	% of sessions missed due to Overall Absence		% Persistent absentees - absent for 10% or more sessions	
	School	National average for secondary schools	School	National average for secondary schools
<b>All Pupils</b>	2.8	5.0	4.6	12.4
<b>Gender</b>				
Male	2.7	4.9	3.7	12.2
Female	2.9	5.0	5.6	12.7
<b>Free School Meals*</b>				
FSM	4.3	7.2	9.6	21.6
Non FSM	2.6	4.1	3.6	8.3

In terms of FSM attendance, the College is also significantly above the national percentage. Attendance of FSM students is 95.7% (national 92.8%) and Persistent absence is 9.6%, some 12% down on the national. The College must continue to close the gap between FSM and non FSM students.

	Fixed term exclusions as a percentage of the pupil group		% pupils with 1 or more fixed term exclusions		% pupils with more than 1 fixed term exclusion		Permanent exclusions as a percentage of the pupil group	
	School	National average for secondary schools	School	National average for secondary schools	School	National average for secondary schools	School	National average for secondary schools
<b>All Pupils</b>	4.64	7.60	2.49	3.97	1.13	1.51	0.23	0.15
<b>Gender</b>								
Male	9.39	10.50	4.93	5.50	2.35	2.09	0.47	0.23
Female	0.22	4.68	0.22	2.43	0.00	0.91	0.00	0.07
<b>Free School Meals*</b>								
FSM	14.84	18.77	7.03	8.93	3.91	3.84	0.00	0.39
Non FSM	2.79	4.58	1.59	2.70	0.66	0.87	0.13	0.07
<b>English as a First Language</b>								

On the whole, the exclusion data for financially disadvantaged students compares favourably against the national picture. Fixed term exclusions for FSM are 3.93% down on the national percentage. In 2015 no FSM students received a permanent exclusion.

The chance of a FSM student receiving a fixed term exclusion is still considerably higher than a non-FSM student. The college must continue to work with these students and their families to reduce the risk of exclusion and increase their engagement with the wider aspects of College life. Increasing the engagement levels of FSM students and their families will continue to be a central element of our Pupil Premium strategy.

## OFSTED FRAMEWORK – EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

### SUMMARY JUDGEMENT: OUTSTANDING

- Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.
- The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.
- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally.

Each year the Senior Leadership Team undertakes a review of Pupil Premium / Catch Up Funding. The review looks specifically at whether PP / Catch up funding has been used effectively over the past academic year and makes recommendations about future expenditure. This report is shared with Governors and will form the basis of a Governors' scrutiny panel, from which a report will be produced.

### PARENTS EVENING ATTENDANCE OF PUPIL PREMIUM STUDENTS

The data below gives the percentage of parents who attended parents evening for their child in 2015/16.

	Pupil Premium Students	Non- Pupil Premium Students	Percentage Gap
Y7	85	90	5
Y8	81	86	5
Y9	79	92	13
Y10	78	88	10
Y11	71	79	8
Average Percentage Gap			8

There is currently an 8% gap in terms of attendance at parents evening between PP and non-PP parents. This will need to be addressed by the College over the course of this academic year and will form a key focus of this plan.

### CATCH-UP FUNDING DATA

English – The bottom 32 students in Y7 (2015/16) based on KS2 SATs English had a fine points score ranging from 0.5 – 4.2. Of these 32 students, 23 improved their ranking in the year group with one student moving from 180th to 53rd and another moving from 178th to 97th. On average, students in the bottom 32 for English improved their ranking in the year by 30 places.

Maths – The bottom 32 students in mathematics, based on KS2 SATs, had a fine points score ranging from 0.5 – 4.03. Of these 32 students, 19 improved their ranking in the year, with one student moving from 188th down to 134th and another moving from 185th down to 150th. On average students eligible for catch up funding in mathematics moved up 20 places.

### REVIEW OF PUPIL PREMIUM EXPENDITURE 2015/16

	Strategy	Description	Cost	RAG Rating

A	Performance Reviews	<p>Last year all teaching staff had a Pupil Premium target on their performance review. 70% of Pupil Premium students were expected to make 3 LOP and 30% were expected to make 4 LOP. In 2015/16 the vast majority of subjects met at least one, if not both, of these targets and the Summary percentages (percentage taken across all subjects) were 72.8% 3LOP and 38.5% 4LOP. To complete all Performance Reviews and Interim Reviews and for the data to be collated and analysed the cost is estimated to be around £5,000</p>	£10,000	
B	Tracking and Targeted Intervention	<p>Over the year a considerable amount of time (12,952.75 student hours in Y11) was spent on student intervention. These hours consisted of after-school, holiday and weekend sessions. All intervention groups had a specific focus on financially disadvantaged students and their progress/attainment. The intervention team consisted of: an Intervention Manager (40%), Data Manager (40%), Client Services Advisor (50%) and two intervention Teaching Assistants (100%) (the percentage in brackets represents the amount of their time spent working with financially disadvantaged students). The College also employs two intervention tutors who offer support to financially disadvantaged students in English and Science.</p>	£82,374	
C	Attendance	<p>We believe that students who attend College everyday are most likely to make progress.</p>	£0	

		Attendance is monitored closely by a Link Vice Principal who will engage with students, parents and the local authority to ensure attendance is good or better. Last year the attendance of FSM students was significantly above the national average.		
D	Careers	The College employs a Careers Advisor who is responsible for Y10 work experience, the careers fair, the careers element of the Tutorial Programme and holding careers meetings with students. Around 40% of her time is spent working specifically with Pupil Premium students; giving them the guidance they need to make the right choice for Post – 16. Destination Data for this group of students is strong, with an estimated 92% of disadvantaged students going on to education or employment/training in 2015/16.	£3,077	
E	Electives Programme	The Electives Programme forms a central part of our extra-curricular programme at the College. All students at the College elect to take 5 x 6 week short courses each academic year. These run on a Wednesday afternoon from 12.45 – 2:15pm. They are led by our own teaching staff, support staff and by external tutors who are experts in their own field. There are over 100 courses to choose from and these cover the arts (e.g. Chamber Choir, Jewellery Making and Potter's Wheel), culture (e.g. Business Enterprise, Bushcraft and Youth Speaks) and physical activity (e.g. Fencing, Ice Skating and Self Defence). The programme has	£26,968	

		<p>been designed to broaden students' experiences and enhance skills that universities and employers find attractive in potential candidates. Electives also play a critical part in building the character of our young people and preparing them for the challenges of the modern world. The benefits of the Electives Programme are wide-reaching and the programme remains highly valued by staff, students and parents alike. This programme is subsidised by the College, in order to minimise the cost passed on to parents.</p>		
F	Trips and Visits	<p>Trips and visits provide another means of broadening our students' horizons. The list below shows the % of Pupil Premium students going on one or more trips last academic year.</p> <p>Y7 – 88% Y8 – 88% Y9 – 48% Y10 – 61% Y11 – 79%</p>	£9,802	
G	Scholarship Programmes	<p>The three scholarship programmes at the College (music, sport and academic) are all funded £6,000 each per academic year. At least 10% of the places on each scholarship are reserved for financially disadvantaged students. Impact -</p>	£1,800	
H	Music Lessons	<p>All financially disadvantaged students are encouraged to take music lessons with a professional tutor. These lessons are paid for entirely by the College.</p>	£4,070	

I	Reading Books and Revision Guides	All financially disadvantaged students in Year 11 are provided with a revision guide for the core subjects. Last year all PP students also got to choose a reading book that the College paid for.	£1,270	
Total			Around £140,000	

## RECOMMENDATIONS

- Overall, the progress and attainment of middle ability disadvantaged students is an area for development and will form a key focus of this year's plan.
- This same pattern is evident in English, mathematics, the EBACC and the Open Element, where middle ability financially disadvantaged students are not performing as well as those students in the low and high ability groups.
- The progress and attainment of low and middle ability, disadvantaged students in the science pillar requires specific attention.
- The performance of high ability financially disadvantaged students is a key Government focus and will therefore be a key priority of this review.
- If we are to continue to raise the performance of financially disadvantaged students, fostering high levels of engagement from their parents/careers will be crucial.

## BARRIERS TO FUTURE ATTAINMENT (FOR PUPILS ELIGIBLE FOR PP)

	In-School Barriers (issues to be addressed in school)
A	KS2 Progress Summary - Average Core KS2 Level Per Student is lower for PP students: Average SATs score PP – 4b / non-PP – 4a, Average Core KS2 APS per Student PP – 26.53 / not PP 28.66. The lower performance of Pupil Premium students at KS2 may have implications for their attainment at the end of Y11.
B	Parental engagement and the 'poverty of expectations'. Raising the aspirations of these students and reaching out to parents (e.g. parents evening attendance/home visits/workshops) will be crucial as we seek to improve outcomes for this group of students.
C	Attendance – continue to improve attendance of Pupil Premium students so that it is in line with non-Pupil Premium students.

## DESIRED OUTCOMES

	Outcomes and how they will be measured	Success criteria
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A	In all subjects 70% of Pupil Premium students will make 3LOP and 30% will make 4LOP. For high ability PP students, the target is 80% 3LOP and 40% 4LOP.	The attainment gap between Pupil Premium and non-Pupil Premium students will continue to close.
B	65% or more Pupil Premium students achieve the new Basics Measure of a C or above in English and Mathematics.	Literacy and numeracy are strong across all year groups. Outcomes at GCSE for English and mathematics are above the national score.
C	For middle ability financially disadvantaged students to be above the national score with a Progress 8 of 0.2 or above.	Improve the performance of middle ability financially disadvantaged students so that they are above the national value on progress and attainment measures.
D	Increase attendance to 96.5% or above for PP students.	The gap in attendance between FSM and non-FSM students will continue to close.
E	Increase parental engagement, so that 100% of Pupil Premium parents have had the opportunity to speak to a member of teaching staff about the progress of their child.	All parents will know how their child is performing, will have had the opportunity to speak to a member of teaching staff and will have been given strategies on how best to support their child at home.

## CATMOSE COLLEGE PUPIL PREMIUM AND CATCH UP FUNDING STRATEGY

### PUPIL PREMIUM GRANT PLANNED EXPENDITURE 2016/17

The Rutland and District Schools' Federation has allocated expenditure from the Pupil Premium grant for the following initiatives:

	Strategy	Description	Resources	Cost
A	The appointment of a Most Able Curriculum Lead	The College will appoint a Curriculum lead to oversee the progress of our most able students. A core part of their job will be to monitor and accelerate the	This member of staff will be line managed by a Vice Principal. They will take an active role in seeking enrichment	£3,000

		progress of high ability, financially disadvantaged students.	opportunities (trips, visits and competitions such as Youth Speaks) for high ability, financially disadvantaged students. They will also oversee the Academic Scholarship.	
B	Pupil Premium performance review target for all teaching staff	The Team / Transformation Plan target on all teaching staff performance reviews is: 70% 3LOP and 30% 4LOP. This is the same as last academic year.	Relevant CPD opportunities	£10,000
C	Targeted Intervention	Data tracking is used effectively to identify those students who are under-performing in relation to their minimum and aspirational targets. Pupil Premium students and those who enter the College with low levels of attainment (as identified through SATs/CATS) are monitored particularly closely and prioritised for intervention. At all Key Stages, funding is used to provide support, additional tuition,	A Vice Principal responsible for Progress (40%); A Data Manager (100%); A Client Services Advisor (CSA) directly responsible to the VP (50%); Three Intervention Teaching Assistants who are deployed to work with students who are underperforming (100%); Specialist Tutors in English, maths and Science (100%).	£93,553 – This is an increase upon 2015/16 due to a staffing restructure which sees a Vice Principal taking responsibility for Intervention and an additional Intervention TA.

		materials and resources. This year middle ability, financially disadvantaged students will be monitored extremely closely and will be a priority when intervention groups are formed.		
D	Data Analysis	SISRA Analytics has been purchased for 3 years at a cost of £5,000 to assist with this work. Previously the College had an internal data analysis system, however, in light of the new performance measures and to allow for more detailed data analysis of specific groups the purchase of SISRA was deemed essential.	Part funded (50%) by the PP grant	£2,500
E	Attendance	An attendance target for Pupil Premium students has been set and is captured in the College Transformation Plan.	Vice Principal responsible for attendance and administration support.	£0 (cost is covered by the main College budget).
F	Careers	Our Careers Advisor will continue to devote around 40% of her time to Pupil Premium students in the form of careers meetings and organising their work experience	Careers Advisor (40%)	£3,077

		placements. This work is essential for raising the aspirations of PP students.		
G	Electives	The Electives Programme, as outlined above, will continue to be part funded by the College – making all Electives accessible to financially disadvantaged students.	Funding to support the electives programme – minimise/ eliminate the cost the College passes on to parents.	£26,968
H	Trips and Visits	These will continue to be subsidised for Pupil Premium students. The aim is that all PP students attend at least one trip each academic year.		£10,000
I	Scholarships	Scholarships continue to run in Sport, Music and Academic. Each Scholarship should contain around 10% Pupil Premium students.	% of Pupil Premium Students on each scholarship Sport – 8.5% Music – 9% Academic – 12.5%	£1,800
J	Music Lessons	All Pupil Premium students remain eligible for free music lessons.		£4,000
K	Revision Guides	These will be purchased in the Core Subjects for all Y11 Pupil Premium students.		£270
L	Pupil Premium Client Services Advisor	The College will seek to appoint a CSA who will spend around 40% of their	CSA (40%)	£10,500

		time working with Pupil Premium students and their families. This will include outreach work with parents to increase their levels of engagement.		
M	Alternative Curriculum	A small number of students (7) attend Stamford College each Thursday morning for a construction course.	Supervision by a teaching assistant, use of the College mini bus and course fees.	£9,000
N	National Citizens Services Project	The College will continue to work with the National Citizens Service to promote their summer programme. Pupil Premium students will be targeted specifically. The programme aims at developing life skills and building character.		£0
O	University of Northampton	Aspire Pathways National Collaboration Project – The College will work in partnership with the University of Northampton and Harington School on the longitudinal study to increase the proportion of financially disadvantaged students entering higher education.		£0
P	Food Technology	To ensure Pupil Premium students		£100

	Supermarket Vouchers	take part in all food technology practicals, the College has purchased Tesco food vouchers for parents.		
Q	Term 5 Breakfast for Y11	In term 5 all Y11 students will receive a free breakfast each morning. This will ensure that they enter all revision sessions and examinations having had something to eat.	Money loaded on to the cards of PP students.	£2,000
Total				Around £175,000

### CATCH UP FUNDING PLANNED EXPENDITURE 2016/17

	Strategy	Description	Resources	Cost
A	Literacy Intervention	An external tutor will be employed to work with the lowest 32 students on the Reading element in the KS2 SATs. Their progress will be tracked through Checkpoint and Key Assessment reports.		
B	Numeracy Intervention	An external tutor will be employed to work with the lowest 32 students on the mathematics element in the KS2 SATs. Their progress will be tracked through Checkpoint and Key Assessment reports.		

C	Librarian Reading Programme	The College Librarian will conduct a tutorial reading programme with the lowest 32 students. This will take place 2 x 20mins sessions each week. Groups will consist of 3-4 students at a time.		
D	Core Staff Training	A core training session will focus on the Flipped Classroom approach, with a specific focus on reading across the curriculum and Prep work. Staff will be provided with strategies they can use to improve students' literacy and their ability to read for comprehension. A Bookmark/symbol initiative will be launched across the College.		