

## Year 7 Catch Up Premium Action Plan 2018 -2019

Action	Lead	Timescale	Outcome	Monitoring and Review	Impact
Progress and Attainment <b>Use of Data</b>	LSh/JCu	Sept 2018- July 2019	<ul style="list-style-type: none"> <li>• Identification of Y7 catch up cohort from standardised test scores at KS2, informed by CATS and baseline assessment in English and Maths.</li> <li>• Clear identification of needs of pupils</li> <li>• Rigorous target setting for Yr 7 Catch up pupils</li> <li>• Needs of Yr 7 Catch up pupils being met</li> <li>• Effective monitoring, tracking and intervention</li> <li>• Pro-active engagement with academic progress of Yr 7 Catch up premium</li> <li>• Raising profile of catch up cohort across the school.</li> </ul>	Reviewed half-termly	<ul style="list-style-type: none"> <li>• Ambitious targets</li> <li>• Improved Yr 7 Catch up premium outcomes</li> <li>• High profile intervention in Literacy and Numeracy across the curriculum</li> </ul>
Progress and Attainment Targeted intervention in <b>LITERACY</b>	JCa/HPa	Sept 2018– July 2019	<ul style="list-style-type: none"> <li>• Ensure that all staff within the department are aware of the pupils in this cohort and rigorously track the progress of these pupils using the departmental tracking system.</li> <li>• Use of 'Accelerated Reader' by 'Catch up' pupils is closely monitored by HPA/JDA to ensure progression in reading levels</li> <li>• Catch up intervention sessions with JCu in curriculum time</li> <li>• Train Year 10 students to become Reading Mentors who support year 7 students.</li> <li>• Year 10 Reading Mentors to work closely with the cohort, and support them with their A/R programme.</li> <li>• Use of rewards to celebrate achievement and progress of 'Catch up' cohort</li> <li>• Use of literacy support periods to reinforce basic skills and to develop strategies for inference and deduction</li> <li>• Deliver work shop sessions to secure improvement and accelerate progress in reading and writing</li> </ul>	Reviewed half-termly  Termly Spring Term  Weekly Summer Term	<ul style="list-style-type: none"> <li>• Most pupils have made progress and are performing in line with expectations by the end of Yr 7</li> <li>• Increased access to whole school curriculum</li> <li>• Students gain confidence with both reading and writing</li> <li>• Students are able to 'plug' any gaps in their own prior knowledge via the programme.</li> </ul>
Progress and Attainment Targeted	LSh	Sept 2017 – July 2018	<ul style="list-style-type: none"> <li>• Ensure that all staff within the department are aware of the pupils in this cohort and rigorously track the progress of these pupils using the departmental tracking system.</li> </ul>	Reviewed half-termly	<ul style="list-style-type: none"> <li>• Most pupils have made progress by the end of Year 7 and are performing in line with expectation</li> </ul>

intervention in <b>NUMERACY</b>			<ul style="list-style-type: none"> <li>• Ensure pupils attend paired mentoring programme if directed to at breakfast club and pair the Y10/11mentors with each pupil</li> <li>• Texts home to inform parents/carer of pupils attendance on a Wednesday morning</li> <li>• Liaise with SEN department regarding those pupils when necessary about individual pupils.</li> <li>• Separate Numeracy event for this cohort to increase confidence in the subject.</li> <li>• Highlight any pupil who is not on target to achieve in line with expectation and put support in place e.g. in class support, TA support, withdrawal if timetabling permits</li> <li>• Support periods used for Y8 pupils who did not make adequate progress in Y7</li> <li>• Support periods used for Y7 pupils with a KS2 maths score of below 90</li> <li>• Additional lessons with y7/8 to allow more time for securing number skills</li> </ul>	<p>Nov – July</p> <p>Half-termly</p> <p>As required</p> <p>Summer Term</p> <p>Reviewed half-termly</p> <p>On-Going</p> <p>On-Going</p> <p>On-Going</p>	<ul style="list-style-type: none"> <li>• Increased Mathematical confidence in Number leading to improved progress and attainment</li> <li>• Dept fully aware of who the catch-up cohort are and lessons planned accordingly to accommodate these pupils.</li> </ul>
Progress and Attainment Targeted intervention for <b>SEN</b>	RSe	Sept 2018 – July 2019	<ul style="list-style-type: none"> <li>• Department to continue to develop and update pupil passports</li> <li>• Following termly assessments in literacy and maths, formal process to be instigated with SEN to identify areas of weakness.</li> <li>• Close liaison with HODs for Maths and English at key points to put appropriate intervention in place to support identified areas of weakness for individual students and utilise SEN support staff to work with identified students in the catch up cohort</li> <li>• Specialist assessment of reading ages for selected catch up cohort students.</li> <li>• Progress monitored regularly through reports and via Maths, English, Reading and spelling data.</li> </ul>	<p>Reviewed half-termly</p> <p>Autumn Term</p> <p>Autumn Term</p> <p>Half-termly</p>	<ul style="list-style-type: none"> <li>• Increased access to whole school curriculum</li> <li>• Cohesive team monitoring progress of this cohort</li> <li>• Catch-up programme responsive to need</li> </ul>