

Year 7 Catch Up Premium Action Plan 2017 -2018

Action	Lead	Timescale	Cost	Outcome	Monitoring and Review	Impact
Progress and Attainment Use of Data	LSh/JCa	Sept 2017– July 2018		<ul style="list-style-type: none"> • Identification of Y7 catch up cohort from standardised test scores at KS2, informed by CATS and baseline assessment in English and Maths. • Clear identification of needs of pupils • Rigorous target setting for Yr 7 Catch up pupils • Needs of Yr 7 Catch up pupils being met • Effective monitoring, tracking and intervention • Pro-active engagement with academic progress of Yr 7 Catch up premium • Raising profile of catch up cohort across the school. 	Reviewed half-termly	<ul style="list-style-type: none"> • Ambitious targets • Improved Yr 7 Catch up premium outcomes • High profile intervention in Literacy and Numeracy across the curriculum
Progress and Attainment Targeted intervention in LITERACY	JCa/HPa	Sept 2017– July 2018		<ul style="list-style-type: none"> • 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. • Use of 'Accelerated Reader' by 'Catch up' pupils is closely monitored by HPA/JDA to ensure progression in reading levels • Catch up intervention sessions with JCu in curriculum time • Use of rewards to celebrate achievement and progress of 'Catch up' cohort • Use of literacy support periods to reinforce basic skills and to develop strategies for inference and deduction • Deliver work shop sessions to secure improvement and accelerate progress in reading and writing 	Reviewed half-termly Termly Spring Term Weekly Summer Term	<ul style="list-style-type: none"> • Most pupils have made progress and are performing in line with expectation by the end of Yr 7 • Increase in Reading Age by a minimum of one year • Increased access to whole school curriculum
Progress and Attainment Targeted intervention	LSh	Sept 2017 – July 2018		<ul style="list-style-type: none"> • 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. • Ensure all of these pupils attend paired 	Reviewed half-termly Nov – July	<ul style="list-style-type: none"> • Most pupils have made progress by the end of Year 7 and are performing in line with expectation

in NUMERACY				<p>mentoring programme at breakfast club and pair the Y10/11mentors with each pupil</p> <ul style="list-style-type: none"> • Liaise with SEN department regarding those pupils following B-Squared in withdrawal sessions. • Separate Numeracy event for this cohort to increase confidence in the subject. • 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 • Raise awareness with parents/carers and send extra work sent home to these pupils 	<p>As required</p> <p>Summer Term</p> <p>Reviewed half-termly</p> <p>Termly</p>	<ul style="list-style-type: none"> • Increased Mathematical confidence in Number leading to improved progress and attainment
Progress and Attainment Targeted intervention for SEN	RSe	Sept 2017 – July 2018		<ul style="list-style-type: none"> • Department to continue to develop pupil passports • Close liaison with HoDs for Maths and English to identify strategies to support and ensure cohesive approach. • Investigate opportunities for TAs to become Reading/Maths mentors during registration. • Analysis of KS2 and baseline English, Maths, Reading and Spelling data to identify intervention needs and further analysis by SEN manager to identify specific SEN needs of students. • Deliver targeted intervention for students who are not making progress fast enough. • Identified TA support for this cohort of students. Progress monitored regularly through reports and via Maths, English, Reading and spelling data. 	<p>Reviewed half-termly</p> <p>Autumn Term</p> <p>Autumn Term</p> <p>Half-termly</p>	<ul style="list-style-type: none"> • Increased access to whole school curriculum • Cohesive team monitoring progress of this cohort • Catch-up programme responsive to need