

Year 7 Catch Up Premium Review 2017 -2018

Action	Lead	Timescale	Outcome	Monitoring and Review	Intended Impact	Actual Impact
<p>Progress and Attainment Use of Data</p>	<p>LSh/JCu</p>	<p>Sept 2018- July 2019</p>	<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. 	<p>Reviewed half-termly</p>	<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 	<ul style="list-style-type: none"> • Targets based on prior achievement at KS2 • Any pupil with a below expected standard in maths and/or English is classed as catch up • More difficult to track outcomes with new GCSE grade system and forecasts as no longer any linear progression through sub-levels to evidence progress. • All staff made more aware of who catch up cohort are and given strategies to help them make progress. • Any student who had not met the standard in either Maths or Reading was placed strategically to allow for targeted intervention via first wave teaching • All catch up students were retested using the Y6 baseline assessment they had taken in the June of Y6, 81% of these students made progress based on this assessment in English. • Based on SISRA data 42% of the catch-up cohort were either on target or exceeding targets in English. However, all targets are aspirational and no student has a target below grade 2. • 58% did not make expected progress in English, one left to go to another provision and the others will continue to be targeted in Y8 to support further progress. • Pupils were re-tested in Maths at the end of Y7 and 71% showed an improvement in their score. The pupils who did not are now subject to further intervention during the Autumn term. • Based on SISRA, 52% of pupils were on target by the end of year in Maths.

						<ul style="list-style-type: none"> 45% of these pupils were only one grade below their target.
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 	<p>Reviewed half-termly</p> <p>Termly</p> <p>Spring Term</p> <p>Weekly</p> <p>Summer Term</p>	<ul style="list-style-type: none"> Most pupils have made progress and are performing in line with expectation by the end of Yr 7 Increased access to whole school curriculum 	<ul style="list-style-type: none"> The majority (86%) of pupils within this cohort made progress towards their target. Progress was tracked after each assessment point and support mechanisms put into place in order to move pupils forward. This has included referrals to SEN, targeted teaching, English target card, additional support at break and lunch. Pupils gained in confidence in reading through regular visits to the library during literacy lessons. There were improved attitudes to reading for pleasure which was evident in learning conversations with pupils. Teaching staff and TAs regularly listened to pupils' reading during library sessions and this helped to build confidence and self-esteem. Where there has been no improvement in reading age, the department and JDA will target these pupils for additional support during their 'Literacy' lessons this academic year. Department used the additional literacy period which was timetabled each week to reinforce basic literacy skills. A wide range of competitions, quizzes, group and independent tasks were incorporated in order to consolidate understanding and develop skills further. This strategy helped pupils to enjoy and achieve 79% of students within the cohort made good or excellent progress with the Accelerated Reader programme. Students within this cohort also accessed more library books on a more regular basis via literacy lessons, which contributed to their success within this programme. In addition to timetabled lessons, small group workshops were delivered for identified pupils who had not met the

						<p>expected standard from Sept –Jan. The workshops were differentiated, and pupils were grouped in relation to their personalised targets. Some groups worked on basic comprehension, others focused on inference whilst one group worked on securing improvements in the accuracy of their written expression. Pupils enjoyed the sessions but staffing issues within the department meant we were unable to offer the sessions post January.</p> <ul style="list-style-type: none"> • The achievements of pupils were celebrated during English lessons and assemblies. Pupils responded very positively to verbal praise, certificates, postcards, etc and there were increased levels of motivation from many pupils within the ‘Catch Up’ cohort. • 2 catch up days were delivered, where pupils were taken off timetable and given a range of interactive activities to support them with both their reading and writing skills.
<p>Progress and Attainment Targeted intervention in NUMERACY</p>	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 mentoring programme at breakfast club and pair the Y10/11mentors with each pupil • Liaise with SEN department regarding those pupils following 	<p>Reviewed half-termly</p> <p>Nov – July</p> <p>As required</p> <p>Summer Term</p> <p>Reviewed half-termly</p> <p>Termly</p>	<ul style="list-style-type: none"> • Most pupils have made progress by the end of Year 7 and are performing in line with expectation • Increased Mathematical confidence in Number leading to improved progress 	<ul style="list-style-type: none"> • All catch-up mathematicians took part in mentoring on a Wednesday morning am registration. • There was very good attendance at maths mentoring on a Wednesday morning (80%) and feedback was always very positive, with students reporting and evidencing increased levels of confidence. • 2 catch up events were run at the end of Y7 to reinforce key mathematical concepts and these were very well received. • All pupils were clearly highlighted on the departmental tracking system and are in Sets 5 to 7 with the highest concentration in Set 7. All staff were aware of these pupils and of the need to provide extra support/intervention in class. • Analysis of the baseline papers of this cohort showed no patterns as they all

			<p>B-Squared in withdrawal sessions.</p> <ul style="list-style-type: none"> • 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 		and attainment	<p>scored relatively low (see above for progress information)</p> <ul style="list-style-type: none"> • Additional periods of numeracy for catch up groups in Y7 and Y8 were timetabled to allow greater focus on numeracy skills. The SOW were re-written and re-organised so that students study number more regularly. • Numeracy day held for Y7 and Y8 to allow pupils to experience maths across the curriculum. • Extra work sent home to Catch Up pupils • Achievement celebrated using school systems e.g. praise certificates and golden tickets plus nominated pupils for awards evening.
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 	<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 	<ul style="list-style-type: none"> • Pupil passports now complete for pupils on SEN/Inclusion register to inform teaching and differentiation for students. Further work is needed on how teachers use of these resources in class • TAs did complete guided reading in PSHE time on Monday mornings with targeted students. • TAs and Senco completed assessments on students and further intervention in place for students identified. This is ongoing in 2018-2019. • A number of TAs worked with this cohort in the guided reading group intervention and in class support

			<p>specific SEN needs of students.</p> <ul style="list-style-type: none">• 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.			
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