

## Year 7 Catch Up Premium Action Plan 2016 -2017

Action	Lead	Timescale	Cost	Outcome	Monitoring and Review	Impact
Progress and Attainment <b>Use of Data</b>	LSh/JCa	Sept 2016– July 2017		<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> </ul>	<p>Monitoring weekly</p> <p>Reviewed half-termly</p>	<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 2016– July 2017		<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 HPa in curriculum time</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>	<p>Monitoring weekly</p> <p>Reviewed half-termly</p>	<ul style="list-style-type: none"> <li>• Most pupils have made progress and are performing in line with expectation by the end of Yr 7</li> <li>• Increase in Reading Age by a minimum of one year</li> <li>• Increased access to whole school curriculum</li> </ul>
Progress and Attainment Targeted intervention in <b>NUMERACY</b>	LSh	Sept 2016 – July 2017		<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>• Ensure all of these pupils attend paired mentoring programme at breakfast club and pair the Y10/11mentors with each pupil</li> </ul>	<p>Monitoring weekly</p> <p>Reviewed half-termly</p>	<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> <li>• Increased Mathematical confidence in Number</li> </ul>

				<ul style="list-style-type: none"> <li>• Liaise with SEN department regarding those pupils following B-Squared in withdrawal sessions.</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>• Raise awareness with parents/carers and send extra work sent home to these pupils</li> <li>• Investigate possibility of small cohort to work with TA</li> </ul>		leading to improved progress and attainment
Progress and Attainment Targeted intervention for <b>SEN</b>	RSe	Sept 2016 – July 2017		<ul style="list-style-type: none"> <li>• Department to continue to develop pupil passports</li> <li>• 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.</li> <li>• Deliver targeted intervention for students who are not making progress fast enough.</li> <li>• Identified TA support for this cohort of students. Progress monitored regularly through reports and via Maths, English, Reading and spelling data.</li> </ul>	Monitoring weekly  Reviewed half-termly	<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>