



## Year 7 Catch-up activities and funding

### Review of 2018-19 expenditure:

In the class of 2023 there are 38 students who did not achieve the expected standard in reading and 41 students who did not achieve the expected standard in maths in KS2 2018.

**LASS diagnostic tests** were carried out with all year 7 students. From this 17 students were placed on the corrective reading scheme.

17 students were placed on the IXL online support package for numeracy development. A further 16 students received one to one intervention from the Maths TA4 and the other 8 students received additional in class support from their maths teacher.

**QLA of KS2** took place for the class of 2023 early in the Autumn term 2018. Baseline assessments also took place in English and Maths. This allowed skills and knowledge gaps from KS2 to be identified and the baseline highlighted any discrepancies between KS2 score and progress from baseline. Departments then addressed any gaps or discrepancies in each of the core subjects by organising a focused intervention plan using TA4s to provide intervention sessions. The impact of this intervention can be seen below.

The baseline assessments used in maths were from Edexcel and English a sample Q5 from Paper 1 English Language Paper (AQA).

**The English KS2 QLA** analysis identified 45 students with significant gaps. Various intervention was put in place. These 45 students received additional support for from the English department for gaps in their literacy skills and knowledge:

1:1	1:1 review in lesson time to monitor expectations
Q	Targeted questioning
SP	Seating Plan
M	Motivation in lessons
BK	Monitoring of exercise book and completion of work
Ext	Extension questions provided and encouraged
C	(Confidence) Boosting and praise in lessons
SC	Scaffolding on work
PS	Pastoral Support
BM	Behaviour Monitoring
HW	Additional homework
DI	Department intervention
PC	Parental Contact
FR	Faculty Report
AA	Access arrangements

### Maths:

The baseline assessment was carried out during week 2 and the scores (and progression step) for each student with their KS2 Scores for Maths were compared with the KS2 QLA. The department firstly identified those students with high KS2 scores who did not perform as well on our baseline. Intervention was planned with the TA4s to target the specific gaps for those students. They also identified gaps in student performance.

Class teachers identify and subsequently fixed whole class 'gaps', for example it is clear to see that there is a weakness across one group with 'Use decimal notation for tenths and hundredths.'

The department acted quickly to move students who seem to have been placed in a set too low for their ability so that they can immediately have a chance of maximising their potential in a group covering more challenging work.

One TA4 works with SEN students. The other TA4 works to provide intervention for those students where gaps have been identified.

Year 6 teachers came into school in the Autumn Term 2018 to observe year 7 lessons to focus on the level of challenge and whether our expectations are high enough of the students in terms of where the students were when they left primary school. They will also quality assured the new Schemes of Learning and new assessments. Year 6 teachers have completed Learning Walks in the English and Maths Department.

#### **English Department Support- Impact of intervention:**

At Data Drop 1- 51% of the 45 students were making expected progress in English. By Data Drop 3 76% of the 45 students were making expected progress. The other 24% of students continue to receive support from the English Department

#### **Maths Department Support- Impact of Intervention**

16 students in year 7 came in below expected in Maths. Y7&8 catch up sessions began week commencing 17th September 2018.

Data Drop 1- 11 of these students were making expected progress. Data Drop 3 13 of these students were making expected progress. The other three are still receiving intervention with the TA4.

#### **Corrective Reading Scheme- Impact of intervention:**

100% of the 17 students placed on the corrective reading scheme improved their reading age by at least one full year with many improving by more and one student improving their reading age by five full years. 16 out of the 17 students are now making expected progress in English. The one student who is still working below expected progress has made progress, but not enough to be at expected. This student is receiving additional support from his English teacher and continues on the corrective reading scheme. A further 4 students are also continuing on the reading scheme until they reach their chronological age for reading.

#### **IXL Online Maths support Impact of Intervention:**

71% of the 17 students are now working at expected progress in Maths. 5.8% (1 student) refused the test and has now left to go to a more appropriate provider for his education. The four other students continue to receive the support.

#### **2019-20 Catch Up Plan- class of 2024:**

46 students did not achieve expected standard in KS2 reading and 38 students did not achieve expected standard in KS2 Maths.

Maths and English have carried out baseline assessments and the scores (and progression step) for each student, with their KS2 Scores will be compared with the KS2 QLA. Departments will plan their intervention from this data. LASS testing is still underway. A cohort will be identified for the corrective reading scheme support from the results of these tests.

The SEND department will also identify the weakest students to receive the IXL maths support package

**Income:** £6794

#### **Expenditure**

A proportion of 3 TA4 time is allocated to Catch Up	£15915
LASS testing	£1000
IXL	£450
McGraw Hill Reading Scheme	£2,100
NARA testing	£50
Access Reading Diagnostics	£350
Online Diagnostic (all Y7 CAT replacement)	£564
	£20,429