

Y7 Catch Up Strategy 2019-20

The literacy and numeracy catch-up premium gives state-funded schools additional funding to support year.

62 pupils who did not achieve the expected standard in reading and 66 pupils in maths at the end of Key Stage 2 (KS2).

For the academic year 2018-2019, John Willmott School received £8861 in catch-up funding.

Maths

Strategies deployed to accelerate progress 2018-2019

- One-to-one and small group tuition in mathematics delivered by a trained coach.
- Adapted Key Stage 3 Curriculum to ensure that pupils consolidate crucial Key Stage 2 assessment objectives. A specific and discrete scheme of work in Mathematics through Year 7 and Year 8.
- High quality classroom provision for the teaching of mathematics through recall activities of KS2 work
- Smaller class sizes for pupils eligible for Catch Up Premium.
- Resources such as booster booklets and MyMaths.
- Parental engagement through catch-up and booster sessions, as well as information evenings.

Outcomes

- 4 students exceeded their end of year targets by the end of year 7 and 15 students met their end of year targets by the end of year 7
- students that did not achieve their target grades in year 7. These students will be identified to class teachers and progress monitored closely during year 8. Students will be provided with tutor time maths mentoring.

English

There were 62 students who had not met the required progress for English (e.g. scored less than 100 for their scaled reading score) on entry to Year 7.

Strategies deployed to accelerate progress:

- PIRA testing for all students who did not meet the required progress for English
- 7a2y and 7b2x taught by English specialist and including SENCOS.
- Staff CPD on raising attainment for specific groups of students
- Development of banks of resources to be used by teachers and mentors to support and accelerate progress.
- One to one tuition for a number of students.
- Bespoke monitoring through use of internal assessments.
- 6 weekly intervention on phonics through a Reading Decoding Programme from the SENCOS.

Outcomes

- From the PIRA testing and the interventions in lessons 21 students exceeded their target grades by the end of year 7 and 15 students met their target grades by the end of year 7.
- The remaining students received intervention in small groups by a specialist English teacher.

Strategy for 2019-2020

There are currently 64 students who have not met expected progress in English and 50 students in maths. Provision for 2019-2020 has been revised to ensure that all students make expected progress by the end of the year, and to provide a coordinated strategy that improves the support and provision available within and outside of the students' regular lessons. Accountability for this is owned by the English and Maths Faculties, overseen by the Key Stage 3 Leaders supported by Core Leaders. A member of the Leadership Group has responsibility for strategic oversight of the impact of our funding spending.

All of these students have been placed in sets 7a2y and 7b2x which are smaller groups. Across both English and Maths there is a key focus on continuing to develop Primary Partner links and to ensure regular assessments are robust to ensure timely interventions and support beyond the smaller group sizes. Strategies continue to be being closely monitored by the KS3 Leaders to ensure the students make rapid and sustained progress. After each assessment, the progress of these students are monitored as a discrete group and their additional support package revised as necessary. They will also be the focus of regular work scrutiny in the faculty's quality assurance calendar.

Strategies specifically for this sub-group include:

Maths

- One-to-one and small group tuition in mathematics delivered by a trained coach.
- • Adapted Key Stage 3 Curriculum to ensure that pupils consolidate crucial Key Stage 2 assessment objectives. A specific and discrete scheme of work in Mathematics through Year 7 and Year 8.
- • High quality classroom provision for the teaching of mathematics through recall activities of KS2 work
- Additional Key Skills booklets and my maths
- Monitoring of appropriate setting for students and ensuring they are fully supported
- Staff CPD
- Spotlighting students in class- monitored through learning walks.

English

- SPAG focus starters
- Baseline transition test analysis shows inference as an area of development. (Schemes of learning to be adapted in light of this through the use of Do It Now activities).
- Spotlighting students in class- monitored through learning walks.
- Decoding Reading Programme - 6 weeks intervention on phonics
- Monitoring of appropriate setting for students and ensuring they are fully supported
- 6 Steps to Reading programme delivered by specialist English teacher and trained on the key programme
- Staff CPD on the 6 Steps to Reading programme by specialist.
- 7A2Y and 7B2x to follow alternative curriculum in English.
- 7A2X are completing 'ReadingWise' to improve literacy and reading.

Impact evaluation

Progress of these students will form part of the progress check meetings between Heads of Faculty and Head of Key Stage 3, and will be a standing agenda item in regular line management meetings.