



NICHOLAS
CHAMBERLAINE
SCHOOL

Year 7 Catch Up Premium review

2018-19



Successful Learners | World Citizens



1. Summary information

School	Nicholas Chamberlaine				
Academic Year	2018-19	Total catch up budget	£25,733		
Total number of pupils	105	Number of pupils also PP	22	Date	September 2018

KS2 Data

	Our School (number of students)
below 100 in GPVS	53
below 100 in reading	57
below 100 in Maths	36
below 100 in both English and Maths	29

Targeted support plan 2018/19

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?
12 Month + reading age improvement	PiXL KS 2/3 transition programme (x 2 sessions a week)	Nationally recognised programme; trialled last term successfully. Students chosen based on results in NGRT results. Comprehension and reading	Team teaching/joint planning to support new member of staff Learning walks, student voice, data (DC2 and intervention cycle 1)	6 weekly blocks
Increase in phonic recognition score Able to read passage 6 12 Month + reading age improvement	Fresh Start and/or PiXL Code(x 3 fortnight)	Been using for 3 years now, proven impact. Levelled so entry point for all, fast paced intervention, focuses on reading skills first, but introduces other literacy skills	Learning walks/coaching, student voice, data (DC2 and intervention cycle 1)	6 weekly blocks
Increase in comprehension score in NGRT 12 Month+ increase in NGRT reading age	Inference (x 2 fortnight)	Focuses on comprehension activities to improve student understanding of a range of texts. Staff trained to deliver this by STS (Warwickshire specialist teaching service)	Learning walks/coaching, student voice, data (specifically comprehension score within NGRT, DC2 and intervention cycle 1)	6 weekly blocks
DC data show students on track/achieving ARE	PiXL Catch Up resources/ PiXL timestable	Created by PiXL, with clear implementation strategy. Based on diminishing gap in	Learning walks/coaching, student voice, data DC2 and intervention cycle 2)	6 weekly block



PLCs show gaps in key skills reducing	app/ PIXL Arithmetic resources	skills base for KS2/3		
DC data show students on track/achieving ARE PLCs show gaps in key skills reducing	Literacy for Maths * Students start once initial reading intervention taken place/in conjunction with Passport Maths	CPD delivered to staff by STS (Warks) and focuses on improving students understanding of Maths questions. Good impact in other local secondary schools	Learning walks/coaching, student voice, data DC2 and Passport Maths module monitoring)	6 weekly block

Individual support plan 2018/19				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?
8-12 Month reading age improvement	Precision teaching (10 minute daily slots)	Staff trained to deliver by Ed Psych who specialises in support for SpLD, been using for 12 months now and had consistent impact	Student voice PT tracking graphs progress shown DC data NGRT and Vernon results	6 weekly blocks
Fluency in reading improves	1:1 reading slots	1:1 reading slot allows TAs to model speed and expression when reading and improve word recognition/understanding at the same time	HGRT results	6 weekly blocks
Identification of additional needs where appropriate	STS assessment	External agency we buy into to assess students for additional needs and exam access arrangements	Report is used to plan individual support plan for the student Parental voice, student voice Assess Plan Do Review cycle	2.5 hour assessment slots x 1 fortnight. Report received within 1 week to begin Assess Plan Do Review cycle (then reviewed 6 weekly)
Progress against EHC Plan objectives/referral for EHC plan	Speech and Language assessment SEND Supported Warwickshire EP SEN alternative provision	To ensure we are working towards plan objectives we regularly use external agencies for additional support	Student voice Parent voice Report	Termly



Targeted support Review 2018/19			
Desired outcome	Chosen action / approach	Impact	Next steps
12 Month + reading age improvement	PiXL KS 2/3 transition programme (x 2 sessions a week)	Nov 18 –average gain 3.5 months May 19 - average gain 10 months	<ul style="list-style-type: none"> - Further intervention with students below RA of 10.00 - Full re-assessment of those 9 Years and below - STS assessment for students who made zero gain
Increase in phonic recognition score Able to read passage 6 in Fresh Start 12 Month + reading age improvement	Fresh Start and/or PiXL Code(x 3 fortnight)	Nov 18 – average word gain score improvement 11 points May 19 – 96% students improved their average gain from Nov 18	<ul style="list-style-type: none"> - Correlate against reading age gain - Book look to track changes and development in vocabulary - Inference intervention timetabled after phonics
Increase in comprehension score in NGRT 12 Month+ increase in NGRT reading age	Inference (x 2 fortnight)	Term 1: passage comprehension improvement average gain =7.1 Average reading age gain = 7.8 months June 19: 31/49 made improvement from Term 1 gain (63% improvement rate)	<ul style="list-style-type: none"> - Focus on passage comprehension skills using inference support materials for interventions - Range of texts used to explore gaps in knowledge - fiction and non – fiction
DC data show students on track/achieving ARE PLCs show gaps in key skills reducing	PiXL Catch Up resources/ PiXL timestable app/ PiXL Arithmetic resources	Dc2-3: 33/35 students increased progress by 1 sub level (2 that made 0 sub level progress had periods of absence) PiXL skills tracker (Nov 19): average green rating 11/30 PiXL skills trackers (June 19): 46/48 students improved - 96% 2 left NCS	<ul style="list-style-type: none"> - Use of Pilot Scheme 2019/2020 “Direct Instruction” to support basic maths skills using knowledge based learning
DC data show students on track/achieving ARE PLCs show gaps in key skills reducing	Literacy for Maths * Students start once initial reading intervention taken place/in conjunction with Passport Maths	<i>*Not used this school year</i> <i>Focus was on addressing Key Skills in Numeracy using PiXL Catch up Maths</i>	<ul style="list-style-type: none"> - Use of Pilot Scheme 2019/2020 “Direct Instruction” to support Literacy for Maths



Individual support review 2018/19

Chosen action / approach	What is the evidence and rationale for this choice?	Impact	Next steps
Precision teaching (10 minute daily slots)	Staff trained to deliver by Ed Psych who specialises in support for SpLD, been using for 12 months now and had consistent impact	3 students Limited impact seen as not sustaining improvement in word recognition	<ul style="list-style-type: none"> - STS assessment for 2/3 students - EP assessment 1/3 students - EHC plan referral 1/3 students
1:1 reading slots	1:1 reading slot allows TAs to model speed and expression when reading and improve word recognition/understanding at the same time	See NGRT data above in the targeted support review 2018/2019	
STS assessment	External agency support to assess students for additional needs and exam access arrangements	4 Students whose needs identified	<ul style="list-style-type: none"> - Bespoke intervention for all students
Speech and Language assessment SEND Supported Warwickshire EP SEN alternative provision	To ensure we are working towards plan objectives we regularly use external agencies for additional support	8 students ASD support now in place – modelling group provision so Learning support staff can be trained 4 students now being referred for EHC plan 1 student moved to alternative provision 1 student moved school	<ul style="list-style-type: none"> - Reviews planned for term 3:2 - Assess plan do review cycle of evidence for EHC plan referrals - Learning support staff trained to group ASD provision