

Year 7 Catch Up Report 2017/18

1. Summary information					
School	Nicholas Chamberlaine				
Academic Year	2017 - 2018	Total catch up budget	£25,733		
Total number of pupils	105	Number of pupils also PP	14	Date	October 2017

KS2 Data	
	Our School
% below 100 in GPVS	19%
% below 100 in reading	24%
% below 100 in Maths	22%
% below 100 in both English and Maths	13%

Targeted support plan 2017/18				
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	Reading Wise daily phonics intervention (20 minutes daily)	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 (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 PLCs show gaps in key skills reducing	PiXL Catch Up resources	Created by PiXL, with clear implementation strategy. Based on diminishing gap in skills base for KS2/3	Learning walks/coaching, student voice, data DC2 and intervention cycle 2)	6 weekly block
100% students complete Passport Maths programme DC data show students on track/achieving ARE	Passport Maths *Students start once initial reading intervention taken place	Individual programme students work through at their own pace. Initial baseline, then personalised programme to diminish gaps, built in rewards (certificates) to motivate students	Learning walks/coaching, student voice, data DC2 and Passport Maths module monitoring)	18 week programme
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 2017/18				
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
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	Speech and Language assessment			

Intervention outcomes

English

- 50 students started with us below the expected standard in reading; 14 of these are on our SEN register, with 2 having EHC plans.
- After a variety of reading intervention taking place the average reading age gain was 11.1 months (July 2018); 1 reading intervention package had weaker results than others, so we are not continuing to use this
- 38 students completed Year 7 on a Level 4 +; 4 on a Level 5+. Those still below Level 4 will continue to access literacy intervention in Y8.
- 14 students made 2 sub levels of progress across the school year, 15 made 3 sub levels of progress and 7 made more than 4 sub levels of progress
- 32 students completed Year 7 with above or in line with 95% attendance
- The average attitude to learning grade in July 2018 was 2.01.

Maths

- 46 students started with us below the expected standard in Maths; 14 of these are on the SEN register, with 2 having EHC plans
- 60% already on passport Maths programme and these made at least 1 sub level of progress in Maths. However we will not be continuing to use this programme next year as we aim to ensure that all students make 2 sub levels of progress in a year
- 24 students completed Year 7 on a Level 4+; 23 on a Level 5+. Those still below Level 4 will continue to access literacy intervention in Y8.
- 5 students made 2 sub levels of progress across the school year, 7 made 3 sub levels of progress and 3 made more than 4 sub levels of progress
- 30 students completed Year 7 with above or in line with 95% attendance
- The average attitude to learning grade in July 2018 was 2.35.