Year 7 Catch-Up Impact Report 2018-19

Allocation and Budget

Key Priorities	Expected Outcomes
- To ensure quality first teaching enables all lower prior attaining pupils to make good progress over time in year 7. - To ensure intervention strategies bring about accelerated progress in those who are behind national expectations on entry to year 7. - To ensure pupil engagement of low prior attaining pupils improves and barriers to learning are removed. - To provide high quality 1:1 intervention for the individuals most in need for Literacy and Numeracy catch-up	- To improve progress over time in all pupils, especially LPA Year 7's and accelerate their progress towards meeting or exceeding the expected standard for 'secondary ready' in English and maths, by the end of the Year 7. - To improve the access to the secondary curriculum for all pupils who, on entry to Year 7, had not met the 'expected standard' in English and maths.

Allocation 2015-16	£11,500
Allocation 2016 – 17	£9,500
Allocation 2017 -18	£9650
Allocation 2018 -19	£11,670

Year 7 Student Profile

Year 7 Cohort	Disadvantaged	HPA	MPA	LPA	SEN
2015 - 2016	61%	22.4%	62.4%	12.8%	28%
2016 - 2017	60%	24%	64%	12%	16%
2017- 2018	51%	33%	60%	7%	24%
2018-2019	56%	20%	69%	9%	31%

Monitoring and Evaluation Strategies

Process	Lead Person
Monitoring and tracking of LPA Year 7 progress	ARM
Triangulation of monitoring evidence from all whole school monitoring activities such as learning walks and book reviews	SLT, led by ARM.
Monitoring and analysis of targeted intervention for LPA cohort	ARM
Analysis of behaviour for learning needs and targeted intervention for LPA cohort	GHD
Regular consultation and monitoring via students voice	GHD
Termly evaluation and areas for development	ARM
Annual report to governors	ARM

Actions, Strategies and Interventions 2018-2019

Description	Cost	Impact
To embed form time provision and continue to embed Lexia programme Form time is organised in year groups. The Lexia programme enables students of all ages and abilities to master essential reading skills. **Action:** Lead Teaching Assistant and teaching assistant to work with HoH to monitor and analyse data to support targeted intervention within the Lexia programme Test all years so all pupils with a low reading age will receive intervention to support their increased progress	£1650 + £2903 (staff time) Total: £4553	• Improved Reading Scores • Enhanced Literacy Skills • Close the reading gap for the weakest students • Development of English Language skills • Termly Learning Walks & Book Looks to focus on SEND students / those involved to determine the success of the Lexia (and other Intervention) Programmes – SLT Q&A calendar The programme successfully focused on foundational reading skills, with a more mature, age-appropriate interface and a range of content that covers basic phonological awareness through to advanced decoding skills, vocabulary development, and comprehension activities. Key Findings: Average reading age of Year 7 students enrolled onto Lexia at start of the programme = 7.56 years. Average reading age after two terms of Lexia intervention = 8.42 years

The Lowest Prior Attaining Pupils will be identified and receive the necessary support to catch up with National Expectations **Action:** TAs (through strategic leadership) to identify appropriate cohorts and deliver high-quality one-to-one and small group support using standardised interventions - Catch-up literacy & Catch-up Numeracy 3 TA's to be Catch-Up trained in Literacy 1:1 intervention and 3 TA's to be trained in Catch-Up Numeracy intervention	£4561 (staff time)	• Increased student self-confidence and motivation in class • Students take better control of their learning • Improved independent work skills • Improved attitude towards Maths, English <u>and</u> to other subjects in the curriculum • Ongoing Monitoring & Evaluation of the interventions – to ensure accurate delivery • Learning Walks & Book Looks to focus on improved literacy, comprehension and numeracy of the intervention programmes – SLT Q&A calendar • Pupil Voice Catch-Up Literacy: Specially trained TAs successfully completed intervention through 2 x 20 minute 1:1 session/s per week. This was conducted during morning registration, pm registration and part of P5 – some students were taken out of specific lessons. Underachieving Year 7 students regularly participated in 1-2-1 Catch-Up Literacy. Catch Up Literacy is a structured one-to-one intervention for learners who find reading difficult. It enables struggling readers to achieve more than double the progress of typically developing readers. Catch Up Literacy uses a book-based approach to support learners in their reading of a book so they activate both dimensions of reading – word recognition processes (including phonics) and language comprehension processes. It is suitable for all struggling readers whose Reading Age is significantly below their Chronological Age. The Catch-Up Literacy Group Report for the Summer Term 2019 states that for every one month each student received the Catch-Up Literacy intervention, they made 1.8 months of progress (see below).

Literacy Group Report

CatchUp® **Literacy**

Reading Age

For every 1 month these pupils receive(d) Catch Up® Literacy intervention, they made 1.8 months of progress.

Following the Catch-Up Literacy programme, students involved reported that self-confidence and motivation in class had improved and that they felt more confident and in control of their learning and independent writing (see below).
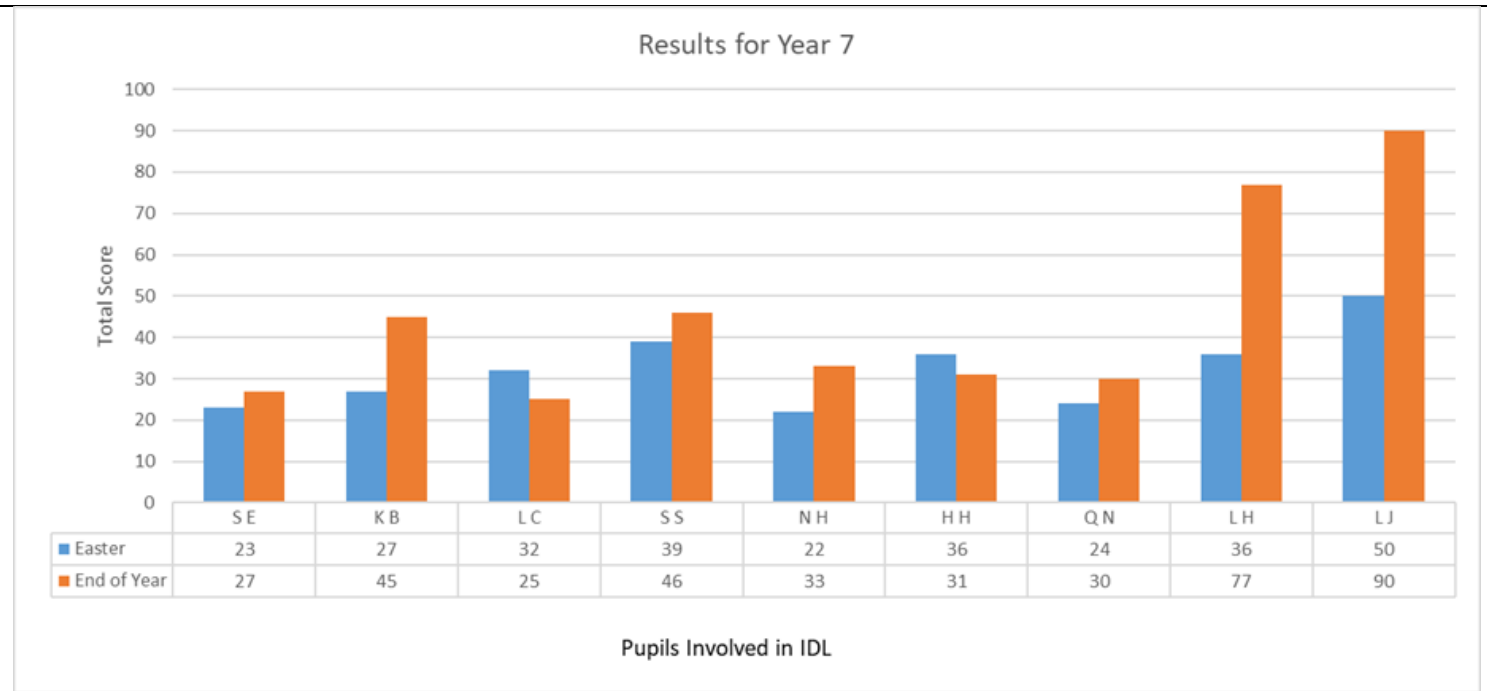
Literacy Group Report

CatchUp® Literacy

Pupil enjoyment and confidence in Reading/Literacy
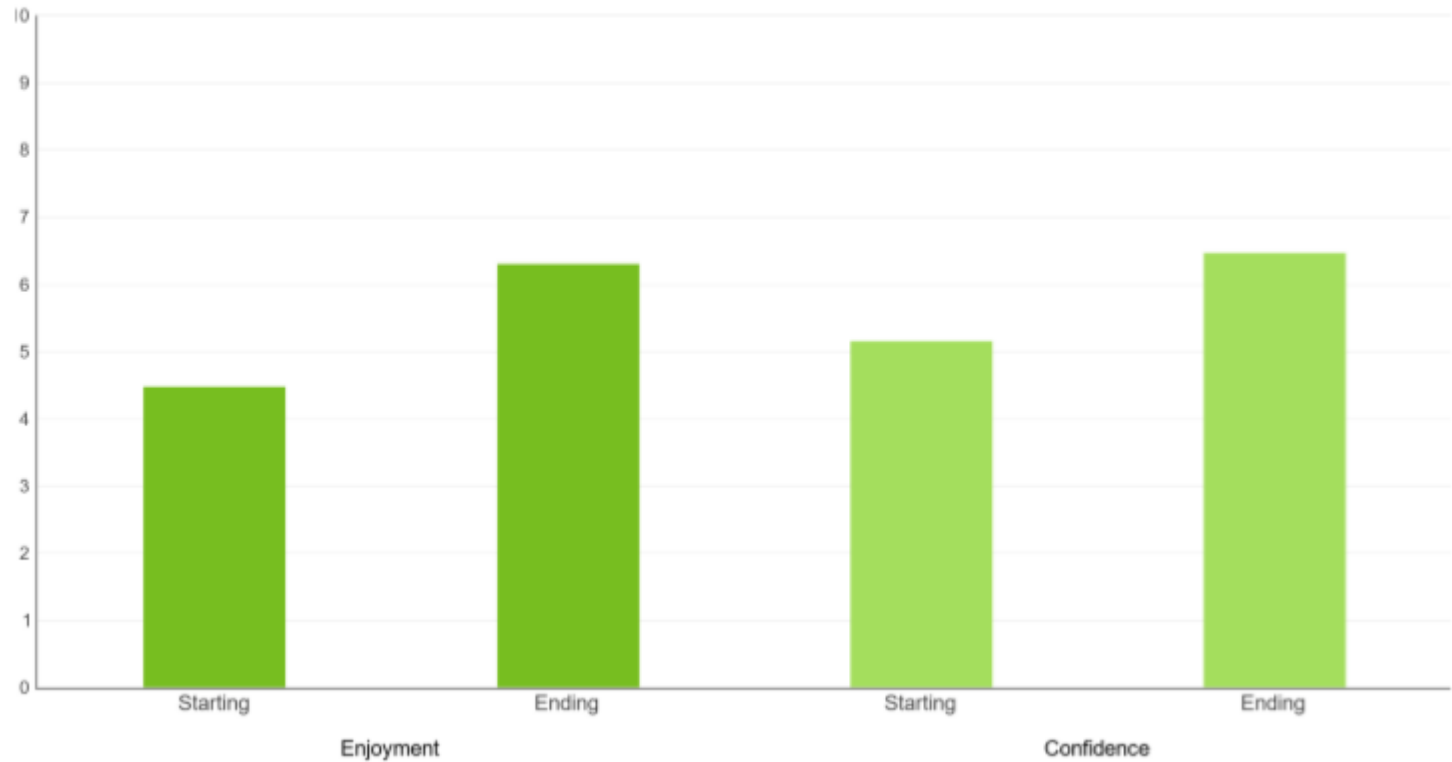
IDL – International Dyslexia Learning

The Inclusion Team has recently trialled a new Maths intervention. IDL Numeracy is a maths software resource that helps to improve ability for low-attaining learners in mathematics. In total, 23 pupils (9 from Year 7) participated in this computer based programme that is tailored to each individual pupil. It runs adjacent to the Maths curriculum and covers seven mathematical principles: Bonds, Counting, Sequencing, Patterns, Number Value, Place Value and Arithmetic.

The short trial with Year 7 highlights the progress made at Spring and Summer term Maths assessments.

Results for Year 7

Total Score	S E	K B	L C	S S	N H	H H	Q N	L H	L J
Easter	23	27	32	39	22	36	24	36	50
End of Year	27	45	25	46	33	31	30	77	90

Pupils Involved in IDL

| **Homework Club to run twice a week - targeted at Year 7 pupils who are not secondary ready on entry to Year 7**

TAs to help pupils to develop independent learning skills and manage their own learning | £1342 (staff time)
£200 resources

Total: £1542 | • Due to the success and uptake of Homework Club, this intervention was extended from 2 evenings per week to 3 days per week.
• Homework club has provided a place for pupils to work in a supportive environment out of school hours
• Supports improved independent learning skills
• Accelerated pupil progress and attitude towards homework

Progress Data for Year 7 students attending Homework Club:
Autumn Term: P8: +0.01
Spring Term: P8: +0.32
Summer Term: P8: +0.67

No Homework behaviour events recorded on Bromcom for Year 7 Homework Club:
Total for the Year 2018-19 = 74
Autumn Term: 45
Spring Term: 19
Summer Term: 10
Impact: 61% of 'No Homework's' recorded on Bromcom for Year 7 Homework Club occurred during the Autumn Term, prior to implementation of Homework Club. |

'Outstanding Homework' events recorded on Bromcom for Year 7 Homework Club:
Total for the Year 2018-19 = 179
Autumn Term: 56
Spring Term: 76
Summer Term: 47

Ultimately, 69% of the 'Outstanding Homework's' for all Year 7 students who attended Homework Club occurred in the Spring and Summer Term. This positive outcome also has to take into account the shorter weeks across the Spring and Autumn Term, incorporating examination weeks and enrichment. The impact of Homework Club demonstrates that Year 7 students completed more homework and because of their attendance, the quality of homework produced was far better and it contributed to student progress.

Further develop the role of the Believe Centre Used to build self-esteem and resilience; and to break down barriers to learning - such as literacy difficulties. **Action:** Build capacity for the Believe Centre to support the increased number of SEMH 'K' students; those finding the transition to secondary school particularly difficult	£1014 (approx.)	**Overview of the Believe Centre for Year 7:** The Believe Centre is in place to assist students requiring additional support arising from a range of more complex and personal needs. There is a robust referral system in place, whereby students access a focused and bespoke intervention package for a 6-week period. This forms part of our school's offer of early help within our behaviour and support framework. The programme prioritises Year 7 students and provides a strong platform for transition, supporting those who are not 'secondary ready' to accelerate their progress within the early stages of the academic year, aimed at: • Improving the self-esteem, aspirations, empathy and self-awareness of SEMH students • Supporting students to become 'secondary ready' so that they can fully engage in the KS3 curriculum The success of Believe Centre intervention has contributed to the improved attendance of those identified as having SEND: TABLE_PLACEHOLDER National Attendance Data 2017-18: SEND 'E' (EHCP) = 91.8%

Table (within the right cell above):

Attendance	Whole School	SEN - E	SEN - K	SEN - N
Overall 2014-15	93.6%	88.7%	91.0%	94.6%
Overall 2015-16	93.6%	90.0%	90.5%	94.8%
Overall 2016-17	94.3%	86.8%	91.9%	95.2%
Overall 2017-18	94.8%	94.7%	91.8%	95.6%
Overall 2018-19 YTD	95.1%	94.3%	92.1%	96.1%

SEND 'K' (Additional Needs) = 92.0%

Provision	No. Pupils	Att Before	Att After	Change	RCADS Before	RCADS After	Change
November 2018 Cohort							
SEMH	9	86.0%	91.2%	5.2%	83.5	65.3	18.2
Self Esteem	8	97.1%	96.6%	-0.5%	72.0	55.4	16.6
1 to 1	4	92.2%	85.6%	-6.6%	76.7	52.2	24.5
January 2019 Cohort							
SEMH	5	87.1%	93.6%	6.5%	69.0	49.8	19.2
1 to 1	6	94.7%	94.4%	-0.3%	54.7	30.5	24.2
March 2019 Cohort							
SEMH / Self Esteem	11	94.8%	94.5%	-0.3%	65.9	45.9	20.0

The 'Revised Children's Anxiety and Depression Scale' (RCADS) is a 47-item questionnaire that measures the reported frequency of various symptoms of anxiety and low mood. The RCAD, completed by individual students at the beginning and end of Believe intervention, has shown a positive impact to date.

Pupil and parent voice regarding the Believe Centre intervention for Year 7 pupils is unanimously positive.

TOTAL	£11, 670	