



Year 7 Catch-Up Report

2019-20

Allocation and Budget

Key Priorities	Expected Outcomes
<ul style="list-style-type: none"> 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 1-2-1 and small group intervention for individuals most in need of Literacy and Numeracy catch-up 	<ul style="list-style-type: none"> 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
Allocation 2019-20	£13,552

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%	17%	79%	4%	30%
2019-2020	52%	20%	70%	10%	22%

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 student voice	GHD
Termly evaluation and areas for development	ARM
Annual report to governors	ARM

Actions, Strategies and Interventions 2019-2020

Description	Cost	Project impact
<p><u>To embed form time provision and continue to embed Lexia programme</u> Form time is organised into year groups.</p> <p>The Lexia programme enables students of all ages and abilities to master essential reading skills.</p> <p>Action:</p> <ul style="list-style-type: none"> • Lead Teaching Assistant and teaching assistant to work with HoH to monitor and analyse data to support targeted intervention via the Lexia programme • Test all years (NGRT reading Test) so that pupils identified as possessing a low reading age receive intervention to support progress 	<p>£1443; + £2075 Accelerated Reader; + £2778 (staff time)</p> <p>Total: £6296</p>	<ul style="list-style-type: none"> • Improved Reading Scores to be measured in October 2020 due to Covid-19 • Enhanced Literacy Skills • Close the reading gap for the weakest students – due to Covid-19 school closures this will be measured during the Autumn Term 2020 • Development of English Language skills <p>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.</p> <p>18 Year 7 pupils enrolled onto Lexia at start of the programme in September 2019 with an average reading age of 8.00 years. This group of pupils will resume Lexia in Year 8 due to Covid-19 and a fresh set of data will be analysed following the next NGRT test, ascertaining the progress made. Following a review of the intervention, pupils commented on how the programme does support their wider learning and reading.</p>
<p><u>The Lowest Prior Attaining Pupils will be identified and receive the necessary support to catch up with National Expectations</u></p> <p>Action:</p> <ul style="list-style-type: none"> • 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 & IDL Numeracy • TA's to receive appropriate training and updates with Catch-Up Literacy 1:1 intervention and IDL Numeracy 	<p>£279 IDL; + £4426 (staff time)</p> <p>Total: £4705</p>	<ul style="list-style-type: none"> • 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 <p>Catch-Up Literacy:</p> <p>Specially trained Teaching Assistants successfully completed intervention through 2 x 20 minute 1-2-1 sessions per week.</p> <p>33 underachieving Year 7 students 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.</p>

		<p>33 Year 7 pupils participated in the Catch-Up Literacy programme during 2019-20. For every one month each student received the Catch-Up Literacy intervention, they made 2 months progress. Across the cohort, pupils increased by two reading levels in their reading books – improving reading, vocabulary and comprehension. Students benefited from increased confidence and enjoyment in with regard to reading. When questioned at the start of intervention they gave a value from a scale of 1-10 for ‘How much do you enjoy Reading?’ As an average, their enjoyment increased by an average of 2 points. For the question ‘How confident a Reader are you?’ their responses increased by an average of 3 points for the group.</p> <p>IDL – International Dyslexia Learning Support</p> <p>IDL Numeracy is a maths software resource that helps to improve ability for low-attaining learners in mathematics. In total, 21 Year 7 pupils participated in the IDL Intervention over the last academic year. This computer-based programme 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. Pupils participated in IDL intervention for 20 minutes per session, 4 mornings per week during form time.</p> <p>This group of pupils will resume IDL in Year 8 due to Covid-19 and a fresh set of data will be analysed ascertaining the progress made. During the intervention prior to Covid-19 school closures, the cohort had made one level of progress from the IDL test results.</p>
<p><u>Homework Club to run three times a week - targeted at Year 7 pupils who are not secondary ready on entry to Year 7</u></p> <ul style="list-style-type: none"> TAs to help pupils to develop independent learning skills and manage their own learning 	<p>£200 resources; £1295 (staff time)</p> <p>Total: £1495</p>	<ul style="list-style-type: none"> Homework club to provide a place for pupils to work in a supportive environment out of school hours Improved independent learning skills Accelerated pupil progress and attitude towards learning Register of attendance – contact with parents / carers <p>24 pupils regularly attended Homework Club during school opening. Homework Club contributed to improved pupil organisation, increased confidence and enhanced quality of homework produced. Pupils identified as receiving ‘No Homework’ events recorded on Bromcom were referred to Homework Club. ‘No Homework’ behaviour events recorded on Bromcom for Year 7 during 2019-20 totalled:</p>

		<p>Autumn Term: 317 Spring Term: 71</p> <p>The reduced number of 'No Homework' entries in the Spring term shows a reduction of 78% from the Autumn Term – there is no data for the Summer Term due to Covid-19 school closures. The impact of Homework Club demonstrates that Year 7 students complete more homework when attending and because of their attendance, the quality of homework produced is of a higher standard, contributing to student progress.</p>
<p><u>Further develop the role of the Believe Centre</u> Used to build self-esteem and resilience; and to break down barriers to learning - such as literacy difficulties.</p> <p><u>Action:</u></p> <ul style="list-style-type: none"> • Build further capacity for the Believe Centre to support the increased number of SEMH 'K' students; those finding the transition to secondary school particularly difficult • Embed the Social Interaction Group programme • Deliver fresh pupil, parent and carer workshops for those identified as SEND 	<p>£1056 (approx.)</p>	<p><u>Overview of the Believe Centre for Year 7:</u></p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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 <p>Additional workshops included:</p> <ul style="list-style-type: none"> • 3x day Midland MENCAP workshop to specifically support parents and carers of Year 7 SEND pupils • Additional pupil, parent and carer workshop focusing on 'Stress and Anxiety', aimed at raising awareness and a deeper understanding of how stress and anxiety can affect an individual's wellbeing – empowering parents, carers and pupils to use a cognitive behaviour approach to support positive emotional wellbeing. Feedback from parents was overwhelmingly positive: • "It was a brilliant course. I found it really helpful, and met some interesting people." • "Mencap put me in touch with people who could care for my son for up to 48 hours if I was unable to."

		<ul style="list-style-type: none"> • “I found it really useful, there was information I found that I would not have found elsewhere.” • “I got lots of new strategies, and got a different view of things” • One parent stated that she secured gainful employment following the sessions as it empowered her to find work when she previously could not. <p>In total, 30 Year 7 pupils benefitted directly from highly personalised and bespoke intervention and support during 2019-20.</p>
TOTAL	£13,552	