

## Catch-Up Plan 2015-16 and Impact Data: Year 7

We are required to publish information about the Year 7 literacy and numeracy catch-up programme. For 2015-16 the school will receive £13,000. This is £500 for each student in year 7 who did not achieve Level 4 in either English (reading) or Maths or in both reading and Maths.

Total number of students in receipt of catch-up funding:	26
Students below level 4 in English	10
Students below level 4 in Maths	22
Students below level 4 in Maths only	16
Students below level 4 in English only	4

In addition, support will be given to identified students in year 7:

- whose reading age is less than 11 years
- who we have assessed to be below level 4 in writing
- with handwriting
- with spelling
- with punctuation

Identified area / group	Interventions	Resources required	Impact	Outcomes
<p><b>Reading</b></p> <p>Reading age below 9 (Group 3)</p> <p>Reading age below 10 (Group 2)</p> <p>Reading age below 11 (Group 1)</p>	<p>All teachers know reading ages of all students.</p> <p>RWInc delivered by the Inclusion team, plus Sixth form mentors for additional reading, parent support and reading diary.</p> <p>6<sup>th</sup> form mentors read weekly with students. Reading lists and advice provided to parents (see below). Reading diaries in place.</p> <p>Individual meetings with parents</p> <p>Provide reading lists to parents (group meeting 16<sup>th</sup> Sept)</p> <p>Provide clear guidelines to parents about reading: frequency, quantity, how to support reading for developing fluency and understanding</p>	<p>Reading lists for students with reading age of 10-11; 9-10; below age 9 (including Barrington-Stokes)</p> <p>Guidelines to parents about reading for different reading ages</p> <p>Reading diaries</p> <p>Tutor time for checking diaries</p>	<p>Students make 2 years of progress in reading age during the next 12 months.</p>	<p>All students made at least 1 year's progress and 11 made at least 2 years progress. However there is still a significant number of students below their chronological age (meaning attendance is crucial). Next steps: proactivity with texts, emails and phone calls home to encourage attendance.</p> <p>Several students reached their chronological age in February (within 5 months)</p> <p>Student case studies:</p> <ol style="list-style-type: none"> <li>1. RA 09/15: 7.09 years RA 07/16: 10/04 years</li> <li>2. RA 09/15: 9.01 years RA 07/16: 11/09 years</li> <li>3. RA 09/15: 11.03 years RA 07/16: 12.11 years</li> </ol>

	Students have reading diaries checked weekly by tutors			
<b>Literacy</b> Students who did not achieve Level 4 in reading (10)	<p>Baseline testing by English team (led by NLD, ZEM &amp; KPT) to identify individual needs</p> <p>Identification of specific areas for support</p> <p>Teaching of literacy and in particular extended writing and comprehension activities through: 1 or 2 hours per week taught by the Inclusion team with 30 mins homework task per week for students with 2 hours per week</p> <p>Close liaison with English teacher re skills targeted, outcomes and English SoW (monitored by NLD)</p>	<p>Baseline tests (delivered and marked by English department) identifying specific areas to target by LS team</p> <p>Success criteria for specific areas provided by English team</p> <p>Resources for students to use at home to support learning</p> <p>Session with parents to explain home resources</p>	<p>Students achieve mastery of targeted areas.</p> <p>100% make 2 sub levels of progress in Y7 in targeted subject(s)</p> <p>80% make 3 sub levels of progress</p> <p>30% make 4 sub-levels of progress</p>	85% made 2 sub levels of progress in targeted subjects.
<b>Handwriting</b>	Support from Anna Greening	Resources to support students	All student's handwriting is legible	End of year exams show legible handwriting for the cohort.

Students identified as needing support with handwriting				
<b>Spelling</b>	TBC once spelling ages have been identified for Y7 students			Spellzone has been utilised by all of the Catch up cohort in school.
<b>Punctuation</b> Students identified as needing support with punctuation (80 students)	<p>Close liaison with English team to identify punctuation errors of targeted individuals.</p> <p>Re-evaluation of mastery of punctuation at each half term</p> <p>More targeted intervention for students who need it e.g. Fortnightly extraction from tutor time by KPT to focus on specific aspect of punctuation</p> <p>Starters and other activities in English to promote punctuation</p> <p>SIM training on punctuation and correction / marking of</p>	<p>Master of punctuation in focussed sessions</p> <p>Mastery of punctuation in English work</p> <p>Mastery of punctuation across all subjects</p> <p>Monitoring of punctuation marking in work scrutinies (NLD, LT)</p>	By the end of Y7, all students are secure in basic punctuation.	<p>End of year exams show the cohort are secure in basic punctuation.</p> <p>Punctuation is not secure in all subject areas. Need to develop transferable skills</p>

	<p>punctuation and resources by KPT</p> <p>Close liaison with primary schools and training from primary school staff in SPaG in year 6 (Led by RRH)</p>			
<p><b>Maths</b> Students who did not achieve Level 4 in Maths (20 students)</p>	<p>All teachers and tutors know the students in this cohort so that they can be given additional support in lessons</p> <p>Additional Maths teaching for 1 hours per week with 30 minutes homework task. This will focus on teaching students the Maths knowledge and skills required to access the next Maths unit in Maths lessons.</p>	<p>Names shared with all teachers and tutors</p> <p>Baseline Maths skills tests</p> <p>Maths skills required to access each Maths unit in Y7 &amp; Y8</p> <p>Teaching resources to develop identified Maths skills</p> <p>Teachers for 3 hours per week</p> <p>Tasks to assess if Maths skills/ knowledge have been acquired</p> <p>Additional resources for use at home</p> <p>Information sharing between catch-up teachers and Maths teachers</p>	<p>Students who have not achieved Level 4 in Maths:</p> <p>85% Develop skills and knowledge required to access each unit before it is taught.</p> <p>80% meet targets in each end of unit maths assessment</p> <p>100% make 3 sub levels of progress in Maths per year</p> <p>80% make 4 sub levels of progress in Maths per year</p> <p>30% make 5 sub levels of progress in Maths per year.</p>	<p>70% meet targets in each end of unit maths assessment.</p> <p>80% made 3 sub levels of progress in Maths</p>

## Catch-Up Plan 2015-16 and Impact Data: Year 8

Total number of students in receipt of catch-up funding:	18
Students below level 4 in English	9
Students below level 4 in Maths	15
Students below level 4 in Maths only	7
Students below level 4 in English only	3

In addition, support will be given to identified students in year 7:

- whose reading age is less than 11 years
- who we have assessed to be below level 4 in writing
- with handwriting
- with spelling
- with punctuation

Identified area / group	Interventions	Resources required	Impact	Outcomes
<p><b>Reading</b></p> <p>Reading age below 9</p> <p>Reading age below 10</p>	<p>All teachers know reading ages of all students.</p> <p>6<sup>th</sup> form mentors read weekly with students. Reading lists and advice provided to parents (see below). Reading diaries in place.</p>	<p>Reading lists for students with reading age of 10-11; 9-10; below age 9 (including Barrington-Stokes)</p>	<p>Students make 2 years of progress in reading age during the next 12 months.</p>	<p>All students made at least 1 year's progress. 5 made 2 years progress.</p>

<p>Reading age below 11</p>	<p>Provide reading lists to parents</p> <p>Provide clear guidelines to parents about reading: frequency, quantity, how to support reading for developing fluency and understanding</p> <p>Students have reading diaries checked weekly by tutors</p>	<p>Guidelines to parents about reading for different reading ages</p> <p>Reading diaries</p> <p>Tutor time for checking diaries</p>		
<p><b>Literacy</b> Students who did not achieve Level 4 in reading (9)</p>	<p>Baseline testing by English team (led by NLD)</p> <p>Identification of specific areas for support</p> <p>Teaching of literacy and in particular extended writing and comprehension activities though either: 1) 2 hours per week within LS with 30 mins homework task per week (4 students)</p>	<p>Baseline tests (delivered and marked by English department) identifying specific areas to target by LS team</p> <p>Success criteria for specific areas provided by English team</p> <p>Resources for students to use at</p>	<p>Students achieve mastery of targeted areas.</p> <p>100% make 2 sub levels of progress in Y7 in targeted subject(s)</p> <p>80% make 3 sub levels of progress</p> <p>30% make 4 sub-levels of progress</p>	<p>90% made 2 sub levels of progress</p>

	<p>2) 1 hour additional Literacy support</p> <p>Close liaison with English teacher re skills targeted, outcomes and English SoW (monitored by NLD)</p>	<p>home to support learning</p> <p>Session with parents to explain home resources</p>		
<p><b>Handwriting</b> Students identified as needing support with handwriting</p>	<p>Support from Sharon Grist</p>	<p>Resources to support students</p>	<p>All student's handwriting is legible</p>	<p>End of year exams show that 80% of students have legible handwriting.</p>
<p><b>Maths</b> Students who did not achieve Level 4 in Maths (18 students)</p>	<p>All teachers and tutors know the students in this cohort so that they can be given additional support in lessons</p> <p>Additional Maths teaching for 1 or 2 hours per week with 30 minutes homework task. This will focus on teaching students the Maths knowledge and skills required to access the next Maths unit in Maths lessons.</p>	<p>Names shared with all teachers and tutors</p> <p>Baseline Maths skills tests</p> <p>Maths skills required to access each Maths unit in Y7 &amp; Y8</p> <p>Teaching resources to develop identified Maths skills</p> <p>Teachers for 4 hours per week (2 hours per half year group)</p> <p>Tasks to assess if Maths skills/ knowledge have been acquired</p> <p>Additional resources for use at home</p>	<p>Students who have not achieved Level 4 in Maths:</p> <p>85% Develop skills and knowledge required to access each unit before it is taught.</p> <p>80% meet targets in each end of unit maths assessment</p> <p>100% make 2 sub levels of progress in Maths per year</p> <p>80% make 3 sub levels of progress in Maths per year</p>	<p>90% made 2 sub levels of progress in Maths</p>



		Information sharing between LS teachers and Maths teachers	30% make 4 sub levels of progress in Maths per year.	
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