

### Year 7 Catch-Up Programme Evaluation Report 2018-2019 and Actions 2019-20

The report below details an evaluation of the interventions used to support those students who joined us in Y7 at a non-secondary level of attainment (scaled score below 100) in English and/or Maths. It also sets out or priorities for the new academic year.

Priorities and Actions detailed in previous report	
Key Priority	Expected Outcomes
<ul style="list-style-type: none"> <li>To work until there is no pupil below a bench mark of 100 by the end of Year 7.</li> <li>To ensure all pupils make progress in literacy and numeracy from the baseline test when they arrive.</li> </ul>	<ul style="list-style-type: none"> <li>Improved levels of engagement</li> <li>Improved levels of progress</li> <li>Improved levels of attainment</li> <li>Improved levels of attendance</li> <li>Success for all</li> </ul>
<b>Amount allocated 2018-19</b>	£9821
<b>Amount Allocated 2019-20</b>	Not yet notified Expected to be approx. £10,000

Pupil Profile					
2018-19 below KS2 benchmark on entry			2019-20 below KS2 benchmark on entry		
English Reading	English SPAG	Maths	English Reading	English SPAG	Maths
19% (46)	18% (44)	26% (61)	21% (47)	21% (48)	27% (61)

Outcomes - Pupils showing progression in Year 7 2018-19			
Below benchmark English on entry	Achieved and showed progression by the end of year 7	Below benchmark Maths on entry	Achieved and showed progression by the end of year 7
47	36% (54% 2018)	61	66% (41% 2018)

Progress assessed for this statistic through GL assessments taken June 2019. A conversion table has then been used to map GL scores to KS2 scaled scores.

<b>Evaluation of Actions, Strategies and Interventions 2018-19</b>	
<b>Description</b>	<b>Evaluation</b>
<p><b>SSIF KS3 Project to raise attainment in literacy</b> Pilot project with 5 students last year, will be extended to at least 25 students (mostly disadvantaged) focussing on reading for comprehension strategies and extended to involve 6 teachers in a range of subjects. Costs mainly incurred through cover.</p>	<p>The SSIF Project (Strategic School Improvement Fund) is a £140m project launched by government where schools apply for funding to work with students in most need of improvement. This year we worked with 15 students over the year, all of which were pupil premium. The project led to an increase in the reading age of those students by an average of 6 months. 7 of the 15 students made improvements of one year or more. The evaluation of the project highlighted that fluency of reading and limited vocabulary were barriers to further progress and these findings are back up by those of the GL assessments. Further, the testing required for the project was conducted after school in enrichment time; moving forward if a project of this type were to be used again the use of tutor sessions may be more appropriate. The SSIF Project funding has now been cut by government and therefore will not be running in 2019/20.</p>
<p><b>New curriculum to support catch-up and understanding</b> Curriculum co-design project running across the MAT to produce a Y7 and 8 curriculum that develops knowledge, understanding and key skills and experiences in all subjects. Costs mainly incurred through cover.</p>	<p>Co-designed curriculum now in place. This has been created in conjunction with the other schools within the Trust. The new curriculum encompasses the KASE Principles of knowledge, attributes, skills and experiences. Moving forward, an increased emphasis will be placed on the explicit teaching of spelling, punctuation and grammar.</p>
<p><b>Weekly opportunity for reading in form time</b> We provide a weekly opportunity for pupils to read during their form period. A range of suitable reading material is provided, and the form teacher is encouraged to listen to below benchmark students read during this time.</p>	<p>Students have been given one dedicated tutor session per week in Y7 to reading, However the communication to staff of which students are below national benchmark for reading has been inconsistent. In addition, the texts being used did not adequately span the range of abilities or interests of the students. We will be reinvesting in new more suitable texts and are planning to incorporate this reading time with the Accelerated Reader programme moving forward.</p>
<p><b>Accelerated Reader programme</b> Accelerated reader programme for all Y7 students 1 lesson per week.</p>	<p>Outcomes Report attached. Progress for the Y7 Catch-up English students of +5m, compared to the year average of +3m. Students in Y7 and Y8 participated in the Accelerated Reader programme. Progress for Y8 students was on average either expected or greater than expected. However, for Y7 this was more inconsistent, particularly for lower ability groups. Moving forward, the programme will be delivered by English teachers, facilitated by our librarian. Further, some of the texts used by students were unsuitable (not at reading age, too often non-fiction) and therefore students did not complete books, making the quizzes used to assess understanding were in some cases poorly answered. We will be purchasing a wider range of fictional books spanning the range of reading ages. We will also be reviewing the one-hour that is currently dedicated to Accelerated Reader and how it may be better split up, using tutor time as well as lesson time.</p>
<p><b>Improve the quality of after school learning</b> Homework club after school that provides support in both English and maths that is staffed by highly skilled and effective staff. This enables disadvantaged students to access high quality support every day and benefit from quality homework and intervention they may not have access to</p>	<p>Homework clubs have been on offer to students after school, facilitated by learning facilitators. This has been more on a drop-in basis rather than targeted sessions focusing on known weaknesses highlighted from testing. Moving forward, any after school intervention will be designed to address specific gaps in knowledge.</p>

<p>at home. Two Year 7 form tutors are English teachers and able to offer Session 6 intervention.</p>	
<p><b>Maths &amp; English learning facilitator</b> Working with targeted pupils.</p>	<p>A specific Maths and English learning facilitator was not employed for academic year 2018-19. The additional sessions put in place were facilitated by existing staff. For academic year 2019-20 we now have a new facilitator in place, with the member of staff working with small groups of students in English and Maths, focusing on gaps identified from internal assessment, GL and KS2 QLA.</p>