

Year 7 Catch-up 2017-2018

The Year 7 Catch-up students were identified through their KS2 Scaled scores for Reading and Maths. We chose the students who had failed to achieve 95 and below at KS2. There were 113 students in total with 37 students appearing on both lists.

These students were then intervened with in a variety of ways in Literacy and Numeracy, dependent on their own individual needs and circumstances.

Interventions (included):

- Literacy (in general) – Post-16 Students ‘Buddy Reading’ in tutor time, focused differentiation and individual support (in lessons and after-school with LSA and Intervention Lead support) specifically on Basic Skills – such as spelling, punctuation and grammar.
- Numeracy (in general) – Small class sizes, extra adults in classroom, tutor time numeracy activity, My Maths tracking of activities and targeted to individuals, Thursday after school support club available for all students but catch up students were directed to attend from the first week. External tutor employed (5 days a week) and deployed to catch classes removing students for one to one/three interventions when the level of learning within the class was above that of the individual. Additional non-contact teaching hours allocated to one to three intervention.
- PP students were given support through focused and individual intervention provided by First Class Learning in Literacy and Numeracy (1 hr per week).
- SEN students were given focused and individual intervention with 1:1 and small group sessions (from 2hrs to 1 hr per week dependent on need).
- EAL students were given focused and individual intervention with small group sessions in Literacy and Numeracy (from 2hrs to 1 hr per week dependent on need).

Impact:

In order to check their progress at the end of Year 7, we looked at the expected progress of a student with a KS2 scaled score of 100 as this would show that they had caught up. A student with a score of 100 would be expected to get a Key Stage 4 grade of a 5 in both subjects. At the end of Year 7 this should be a grade of 1+. We also intend to double check our impact through the re-sit of the Literacy and Numeracy Standardised Tests in Year 8 – results tbc – which will Quality Assure our Teacher Assessments.

So any Year 7 Catch-up student with an end of year Teacher Assessment of:

- 2 or more is above target as they will have caught up and made additional progress.
- 1- to 1+ is on target which will demonstrate that they will have caught up.
- Below 1- is below target and this will show that the student will have not caught up even if they made progress throughout the year.

A summary of these results can be found below.

Review of Impact

What went well:

Literacy:

- In general, Catch-up students did not catch-up to expected levels and did worse than non – Catch-up students but, in when looked at in focused areas, generally the focused Catch-up groups did better.
- In class targeted support through regular TAs, in class focussing on catch up students, shows impact.

- SEND Catch-up students progressed better than non-SEND catch-up students.
- EAL Catch-up students progressed better than non-EAL catch-up students.
- Female Catch-up students progressed better than female non-catch-up students.
- Male Catch-up students progressed better than male non-catch-up students.

Numeracy:

- Headline data for the group is that they have shown more rapid progress than that of their peers. Comparing AP1 to AP6 Catch-up cohort have progressed from an average grade of 0.77 to 1.95 over a grade progress throughout the academic year. None catch up students have progressed from 1.6 to 2.29. From this data the gap has closed.
- In class targeted support through regular TAs in class focussing on catch up students.
- Numeracy levels in LA classes were assessed fortnightly using Number ninjas. Improvement was seen.
- Strategic placement of teachers.
- Maths equipment supplied where needed.

What needs Action:

Literacy:

- PP Catch-up students did quite well and were better than non-PP Catch-up students although gap is minor – so overall comparison required.
- Regular and consistent monitoring of Catch-up students needed.
- More specific and regulated strategies needed to be applied to Catch-up students – including discrete Reading and Writing ideas.
- Differentiation in planning to be seen by required teachers – ensure students are shown on seating plans and identified.
- Attendance in all Catch-up strategies needs checking.

Numeracy:

- Comparisons in data and progress must be made at more regular intervals to ensure the gap is closing consistently.
- Differentiation in planning to be seen by required teachers – ensure students are shown on seating plans and identified.
- Students to be asked numeracy question follow up such as how do you work out this?
- More real life applications and discussion based learning to identify misconceptions.
- Attendance has impacted individual progress and some B4L meant that some did not engage in additional activities.

Next Steps

See proposals for 2018/19 for both Literacy and Numeracy – to include:

- Specific strategies in place, that are responsive to the DFE research, and individual to student needs.
- Regular monitoring and assessment.

Data Summary (2017-2018)

Literacy Data Summary:

Key Groups	ENGLISH 95 and below at KS2 total	Yr 7 Progress on End of Year Target							
		ABOVE Target (No./%)		ON Target (No./%)		Cumulative Total ABOVE + ON (No./%)		BELOW Target (No./%)	
ALL- NCU	228	191	83.8%	23	0.4%	214	93.9%	12	5.3%
ALL- CU	64	17	26.6%	26	0.4%	43	67.2%	10	15.6%
PP - CU	27	4	14.8%	19	0.5%	23	85.2%	4	14.8%
PP – NCU	67	47	70.1%	19	1.0%	66	98.5%	1	1.5%
Non-PP - CU	36	13	36.1%	17	1.0%	30	83.3%	6	16.7%
Non-PP - NCU	161	13	8.1%	123	0.1%	136	84.5%	24	14.9%
SEND - CU	21	2	9.5%	19	0.5%	21	100.0%	0	0.0%
SEND - NCU	210	17	8.1%	161	0.0%	178	84.8%	28	13.3%
EAL - CU	8	3	37.5%	5	4.7%	8	100.0%	0	0.0%
EAL - NCU	26	1	3.8%	18	0.1%	19	73.1%	7	26.9%
F - CU	24	7	29.2%	17	1.2%	24	100.0%	0	0.0%
F - NCU	111	12	10.8%	82	0.1%	94	84.7%	17	15.3%
M - CU	40	6	15.0%	33	0.4%	39	97.5%	0	0.0%
M- NCU	117	6	5.1%	93	0.0%	99	84.6%	17	14.5%

Numeracy Data Summary:

	MATHS 95 and below at KS2 total	Yr 7 Progress on End of Year Target							
		ABOVE Target (No./%)		ON Target (No./%)		Cumulative Total ABOVE + ON (No./%)		BELOW Target (No./%)	
ALL- NCU	243	10	4%	177	73%	187	77%	55.89	23%
ALL- CU	49	2	4%	47	96%	49	100%	0	0%
PP - CU	30	1	3%	29	97%	30	100%	0	0%
PP – NCU	65	1	1%	49	75%	49	76%	15.6	24%
Non-PP - CU	19	0	0%	19	100%	19	100%	0	0%
Non-PP - NCU	178	7	4%	130	73%	137	77%	40.94	23%
SEND - CU	16	0	0%	16	100%	16	100%	0	0%
SEND - NCU	23	1	4%	15	65%	16	69%	7.13	31%
EAL - CU	2	0	0%	2	100%	2	100%	0	0%
EAL - NCU	32	1	2%	22	68%	22	70%	0	0%
F - CU	20	0	0%	20	100%	20	100%	0	0%
F - NCU	115	5	4%	90	78%	94	82%	20.7	18%
M - CU	29	1	4%	28	96%	29	100%	0	0%
M- NCU	128	4	3%	93	73%	97	76%	30.72	24%