

# Y7 Catch-Up Programme

## Strategic Summary

The Catch-up premium is additional funding given to school and is being used exclusively so that we can support pupils who have arrived in Key Stage 3 below Level 4 in English and/or mathematics. It is anticipated that by giving a clear focus in Y7, learning can be accelerated and the gap between these children and their peers closed. This is under the strategic leadership of our Y7 Progress Leader and SENCO.

2012-2013	English only	Maths only	Both	Total	Attendance of Below L4
Y7 Girls	1	4	3	8	91.55%
Y7 Boys	9	8	4	21	94.3%
<b>2013-2014</b>					
2013-2014	English only	Maths only	Both	Total	Attendance of Below L4
Y7 Girls	0	6	0	6	93.2%
Y7 Boys	1	3	7	11	94.9%

	Key Priorities identified 2012-2014	Strategies initiated
Support	<ul style="list-style-type: none"> <li>To achieve accelerated progress of sub-levels during KS3, particularly during Y7 &amp; Y8 to close the gap with their peers</li> <li>Secure targets for 4LOP in English and Maths in Y11 (longer term)</li> <li>To secure higher levels of English to enable pupils to access the curriculum successfully</li> <li>Summer School opportunities for these pupils to prepare for Y7 or Y8</li> </ul>	<ul style="list-style-type: none"> <li>Data analysis each PPR to monitor progress</li> <li>Individualised programmes of support to accelerate progress; use of numeracy leaders to provide additional peer support during form time from Nov 2013</li> <li>Support and intervention to continue on an individual and small group basis until pupils reach at least similar levels with their peers</li> <li>Support through 'Literacy Plus' programme with individualised programmes of work to enable areas of weakness to be addressed</li> <li>One week summer school with all numeracy problem solving, creative writing and activities all based around team building and problem solving to engage pupils ready to 'hit the ground running'. B4L data will show impact of settled start.</li> </ul>
Intervention	<ul style="list-style-type: none"> <li>To use data tracking and monitoring as a tool to maximise catch-up performance</li> <li>To provide additional catch up intervention provision for those not making the required progress from Y7-8</li> <li>To develop literacy programme to accelerate learning in KS3</li> <li>To ensure Catch up is high profile across the school and convey the understanding of barriers that impact upon learning and potential strategies to close the attainment gap of these pupils</li> </ul>	<ul style="list-style-type: none"> <li>Additional updates to LG 1 to 1 meetings with HOF to discuss individual data</li> <li>1 to 1 and small group support identified for pupils during curriculum time to catch up on additional literacy and numeracy</li> <li>Renaissance reading and Literacy TA support; use of Kindles (PP); individual personalised programmes for spelling, dyslexia etc</li> <li>Rota of lessons from which children are removed; rewards for progress (KS3 Awards Evening); achievement points for effort; PSO support groups etc</li> </ul>
Enrichment	<ul style="list-style-type: none"> <li>To ensure that financial support is available to enable learners to access the curriculum, particularly with regard to literacy</li> </ul>	<ul style="list-style-type: none"> <li>Presentation stickers, literacy posters, kindles, etc</li> </ul>

## Financial Summary 2014

Pupils on roll	572
Eligible Pupils (September 2012)	
Amount per Pupil	£500
<b>Total Funding 2013-2014</b>	<b>£8,500</b>

## Huntcliff Catch-Up Breakdown

2013-2014
Additional TA hours in Maths to support small group work
1 to 1 support in maths
Additional support hours English
Literacy Plus programme timetabled
Renaissance resources
Maths kinaesthetic resources
Diagnostic software
2014-2015 additional planning
Numeracy Plus programme

## Impact Statement

### English Catch Up 2013-2014

**7/8 (88%) have now reached L4.**  
**8/8 (100%) pupils has made better than expected progress and narrowed the gap with their peers.**

### Maths Catch Up 2013-2014

**12/15 (80%) have now reached L4.**  
**11/15 (73%) pupils has made better than expected progress and narrowed the gap with their peers.**

### Sub-level progress in English 2013-2014

Progress 2013-14	Girls	Boys	Total
5 sub-levels	0	0	
4 sub-levels	0	3	3
3 sub-levels	0	5	5
2 sub-levels	0	0	0

All 8 pupils have made better than expected progress. Two will require further intensive support by English during Y8. Most will continue additional support to secure sustained progress.

### Sub-level progress in maths 2013-2014

Progress 2013-14	Girls	Boys	Total
5 sub-levels	1	0	1
4 sub-levels	0	2	2
3 sub-levels	4	4	8
2 sub-levels	0	0	0
1 sub-level	1	2	3
0 sub-levels	0	1	1

11/15 have made better than expected progress. Four will require further intensive support by Maths during Y8. Many will continue additional support to secure sustained progress.

## Current Progress 2014-2015 (after term 1)

**English** – there are 14 pupils identified below L4 on entry in Y7. 10 Boys, 4 girls.

They have the following support during English lessons: weekly 20 minute reading session followed by a 40 minute writing session to develop differentiated writing skills.

Literacy plus – 4 lessons a fortnight delivered by the SENCO. These pupils are also using Renaissance Reader to match the reading books to their ability. This allows pupils to read a book, take a quiz which in turn assesses how well they have understood the text. A further Teaching Assistant also does guided reading sessions.

All pupils follow a programme on spelling, grammar and punctuation aimed at improving their writing skills.

### Reading progress has been measured after one term

Child Number	Reading test (months)	Comprehension age (months)	Child Number	Reading test (months)	Comprehension age (months)
1	+2	+ 8	8	+1	+3
2	0	0	9	0	0
3	0	0	10	0	0
4	0	0	11	+3	+6
5	0	0	12	+1	+1
6	+5	+12	13	+2	+5
7	+1	+2	14	0	0

**Maths** – there are 16 pupils identified below L4 on entry in Y7. 10 boys, 6 girls.

They have the following support during maths lessons: 'Maths Mastery' in set 4 for the majority of these children (successfully trialled last year).

Numeracy leaders are assigned to meet these children once a week in form time for work on numeracy skills

Numeracy Plus lessons (3 a fortnight) focus upon reinforcing, repeating and remembering key information

A new programme specifically designed for low ability has been implemented

A number attended the summer school programme in August 2014 where we began numeracy work

Child Number	SATs level to Alfietest	Child Number	SATs level to Alfietest
1	Now L4	9	0 movement
2	Now L4	10	0 movement
3	0 movement	11	0 movement
4	Now L4	12	0 movement
5	Now 3a from 3b	13	Now 3a from 3b
6	0 movement	14	Now 2a from N
7	Now 2a from 2c	15	Now 3a from 3b
8	Now 3c from N	16	0 movement

## **SEN Provision**

**CALL** is a group intervention (up to 8 pupils) aimed to support the development and use of both non-verbal and verbal interactive, social and communication skills. There are four core areas: non-verbal skills; verbal skills; knowing ourselves and conversational skills. Each core area has a progressive sequence through levels of developing skills.

**Communication Skills** - A group intervention (6 pupils) aimed at pre-learning specific key curriculum vocabulary. Pupils understand the meaning of the words and are then able to re-use targeted key words in the classroom context.

**Handwriting** - Individual or small group intervention aimed at supporting pupils with significant handwriting difficulties. Pupils are taught the correct posture and seating position when writing and have individual tailor made programmes based on their areas of difficulties.

**Rainbow Reading** - Individual audio assisted reading intervention aimed at improving reading levels. Pupils listen to a book being read on the computer while they follow the text. They can listen and follow as many times as they wish. They then read the book to a Teaching Assistant. This is a very popular resource and pupils move quickly through the levels. Pupils have this during registration time usually weekly.

Parents are expected to support their child by listening to them read and asking questions about the books that their child reads to them.

**Wordshark** - This is a multisensory computer programme that is personalised to support individual pupils with spelling difficulties.

**Nessy Fingers** - A touch typing programme that supports pupils who need to record work on a computer. Pupils are able to type faster after having completed the programme.

**Capturtalk/iPads** - Some pupils who have significant recording difficulties have tablets to record their work. Their use is monitored regularly. Capturataalk tablets allow pupils to use voice text as well as text to speech.

**Speech and Language Therapy** - Personalised programmes that are carried out with individuals to improve speech, language and vocabulary difficulties or communication difficulties. These programmes are written by specialists and delivered by an experienced Teaching Assistant.

**Lifeboat and Multisensory Learning** - Multisensory dyslexia programmes which support the dyslexic learners.

**Support from the Educational Psychologist (EP)** - Some pupils benefit from working on a 1:1 programme with the EP in order to improve some aspect of behaviour. The EP also works with pupils in a group to support behavioural issues.

There are specialist workshops held at Huntcliff chaired by the SENCO and Educational Psychologist to support parents of pupils with ADHD and pupils with dyslexia. The dyslexia screener is taken by all Year 7 pupils during their first year at Huntcliff. This will highlight pupils who may need a further individual assessment.

**Support from Autism Spectrum Education Team (ASET)** - Some pupils are referred to ASET and work on specific programmes around Autism, such as social and communication skills, emotional difficulties and work skills.