

Year 7 Catch Up - Plan for 2017/ 2018

1. Summary information					
School	Alderman Knight School				
Academic Year	2017/18	Total Year 7 Catch up budget	£9 500	Date of most recent Y7 Review	Sept 2017
Total number of pupils	138	Number of pupils eligible for Y7	16	Date for next internal review of this strategy	Sept 2018

2. Barriers to future attainment (for pupils eligible for Year 7 Catch up funding (including high ability)		
In-school barriers		
A.	All pupils have SEN and statement or EHCP for learning difficulties and their attainment and progress is well below average, particularly in English and Mathematics.	
B.	A high proportion of pupils have difficulties with communication and interaction, low self-esteem and increasing mental health issues, particularly for some ASD pupils.	
External barriers		
c.	Some pupils have restricted opportunities to engage in learning activities at home	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve pupils' attainment and progress in core subjects of English and Mathematics	Pupils eligible for Y7 Catch up make rapid progress, so that differences diminish and they achieve well in comparison to other pupils in core and wider subjects. Mid-year and end of year tracking closely monitors the progress of pupils to check they are on track and when they are not, appropriate interventions are implemented. <i>Analysis from September 2017 shows that there is a slight dip in progress in Y7, with pupils making good rather outstanding progress. The aim is to accelerate the rate of progress so that it resembles more closely that of other year groups.</i>
B.	Pupils have opportunities to develop their confidence and ability to interact effectively with their peers and with their learning Pupils have access to appropriate support and counselling to help them cope more effectively with anxiety and manage change more effectively and their behaviour improves	Y7 pupils have increased opportunities to interact with a wider range of staff and peers and access to learning opportunities within the community. They will be encouraged to take on roles as young leaders, buddies and peer mentors. All these opportunities promote communication and interaction skills as well as boosting their self-esteem and self-confidence. Fewer behaviour incidents recorded for these pupils on the school system. Pupils have access to appropriate support in school and externally when necessary. Feedback from pupils and parents highlights the value they place on the

		school pastoral co-ordinator and mentoring sessions.
C.	Pupils continue to improve literacy and numeracy skills through learning outside school hours	Y7 pupils are using Mathletics and Spellodrome at home and making good progress (For some this may be during homework club instead)

4. Planned expenditure
Please note some of the school's Pupil Premium monies are used to support these developments as they are intended to support all pupils – not just Y7

Academic year	2017/18
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The two areas below show how we are using the Year 7 Catch Up Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

High quality teaching and support for all pupils

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve pupils' attainment and progress in core subjects of English and Mathematics	<p>All Y7 pupils undergo detailed diagnostic assessments in school and together with other assessment data are used to target areas of weakness. Pupils may have small group or 1:1 targeted intervention once or twice each week for a 6 week block in the first instance.</p> <p>Literacy and numeracy software programmes, Word Shark and Number Shark are used regularly with pupils to help them improve their numeracy and literacy skills.</p> <p>School works with home to encourage consolidation of literacy and numeracy using Mathletics and Spellodrome.</p> <p>New resources have been purchased to support in</p>	<p>Regular opportunities for pupils to practice these skills are seen as the most effective approach. This is a programme which has shown to be effective in other schools.</p> <p>Pupils are given high quality feedback, which research shows is a very effective strategy to improve attainment.</p> <p>The link with carers is extremely important and senior staff and tutors attend all PEP & CIC meetings to discuss progress towards English and Maths targets and identify additional ways of improving support and opportunities.</p> <p>The link with home re Mathletics and Spellodrome helps consolidate and reinforce learning in school.</p> <p>The school has been using RWI for 3 years most effectively within the primary phase.</p>	<p>Resources are appropriate to meet learning needs of pupils.</p> <p>Internal and external lesson observations</p> <p>Scrutiny of Y7 pupils work in English and Maths</p> <p>Training to ensure staff plan and meet all needs in lessons.</p> <p>Monitoring of intervention groups.</p> <p>Pupil and parent/ carer feedback</p> <p>Analysis of data provided by the different software programmes used.</p> <p>Provision mapping will track additional provision and opportunities for Y7 pupils and ensure a range of interventions and approaches used to support pupils</p> <p>If families do not have internet school will work with them to provide additional in school or after school opportunities for learning using these</p>	CJS – Head teacher and HSh AHT – Teaching	<p>Assessment periods October February May</p> <p>Evaluation following each intervention</p>

	<p>class teaching and small group and 1:1 including:</p> <ol style="list-style-type: none"> 1. Oxford Reading Scheme 2. Accelerated Reader 3. Read Write Inc – additional resources <p>All Y7 groups have library and reading sessions</p> <p>Small class size and high staff pupil ratio (group size averages 10 with 1 Teacher and 2 TAs)</p> <p>Specialist English and Maths teachers</p> <p>Pupils grouped according to need as well as age</p>	<p>Additional English staff have been trained in RWI to enable enhanced delivery to Y7 pupils.</p> <p>Reading for Pleasure is a new initiative and Accelerated Reader is a resource to support more able free readers to support and develop their comprehension.</p> <p>The library is well resourced and pupils are encouraged and enabled to visit the library regularly.</p>	approaches		
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<p>Budget to support literacy development</p> <ol style="list-style-type: none"> 1. Oxford Reading Scheme 2. RWI materials and training 4. Accelerated reading and training 	<p>Allocation from Y7 Catch up premium</p> <p>£4 500</p>
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Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Pupils in Y7 with reading ages that are preventing access to the curriculum are supported to make good gains in their literacy and numeracy skills</p>	<p>Holistic assessment of Y7 pupils and bespoke intensive 1:1 or small group intervention work</p> <p>An increased focus by all staff on promoting literacy across the school.</p> <p>The maths subject improvement plan will review approaches used at KS3. For example increased use of numicon where appropriate.</p>	<p>Analysis of Y7 outcomes shows a marginal dip in progress in English and maths compared to other year groups.</p> <p>Research has shown that Numicon is particularly effective in the teaching of maths and numeracy.</p>	<p>Assessment outcomes and intervention plans shared with AHT for teaching. Baseline data and final assessment data is used to analyse effectiveness of programme .</p> <p>Review of practice with all staff that teach maths .</p>	<p>HSh AHT for Teaching – KT (Specialist teacher) and Maths subject leader (JE)</p>	<p>Summer term 2018</p>

<p>Y7 pupils have access to appropriate support and counselling to help them cope more effectively with anxiety and manage change more effectively and their behaviour improves</p>	<p>Identified pupils receive regular input from learning mentor.</p> <p>The school liaises with and buys in additional support from external agencies to reduce barriers to learning and behaviour, for example: Teens in crisis, Info Buzz, EP</p>	<p>Data shows that the number of incidents has fallen steadily over the last 3 years and the trend is downward, showing excellent improvements.</p> <p>Feedback from pupils and parents praise the support provided by the learning mentor in helping pupils manage their emotions more effectively and learn how to express their feelings more appropriately and be willing to talk to a greater range of people if upset or anxious.</p> <p>Families feel well supported by the school and are better placed to support their child at home.</p>	<p>Learning mentor regularly reports to the HT and regular analysis of data to check that approaches are effective and working well.</p> <p>Feedback from class teachers on effectiveness of input.</p> <p>Feedback from pupils and parents/ carers</p>	<p>AC</p>	<p>June 2018</p>
<p>Budget to be used to support the following:</p> <p>1. Holistic assessment of Y7 pupils and bespoke intensive 1:1 or small group intervention work</p>			<p>Specific Allocation from Y7 Catch up premium monies</p> <p>£6 000</p> <p>Allocated to staffing to support assessment and specialist staff to support literacy/ numeracy/ small group work across phases and intervention work</p>		