

Y7 'catch-up' end of year report

July 2016

Executive summary

Targeted use of catch-up funding to support those in need is resulting in accelerated progress of this key group of students. **They are making more progress than their peers in English and Mathematics. More progress has been made by catch-up students in maths.**

- In English, those in receipt of catch-up support make more progress than their (\leq L3) peers (**60% v 43%**). **The target was 75%.**
- In Mathematics, those in receipt of catch-up support make more progress than their (\leq L3) peers (**80% v 57%**). **The target was 75%.**

Further intervention is planned to ensure that the **small** number who have not caught-up by the end of Y7, do so by the end of term 1 (December 2016).

In English, the recently appointed literacy coordinator has been assigned the sole responsibility of targeting catch-up individuals to ensure that the target is exceeded by December 2016.

Funding received

2013	£17k
2014	£15k
2015	£20.5k

Intervention strategies applied in English

Strategy	Impact expected	Achieved (RAG)	Follow-up
Additional curriculum time created to support small catch-up class (led and delivered by senior HOD)	At least 75% of catch-up students to make more progress than others (accelerated progress)	60% Y7 catch-up students (prior attainment <=L3) making 2 or more sub-level progress over year, c.f. to non-DA 43%	<ul style="list-style-type: none"> Reassign literacy coordinator from Sep 2016 to focus support on those not making the minimum progress (40% of cohort) Stronger focus on improving reading and spelling scores (use of form time by Lit Coord)
Smaller class size allocation to facilitate more 1-1 of targeted individuals			
Accelerated Reading and writing support to make rapid improvements (by specialist)	Measurable improvements in reading for the vast majority of catch-up students	40% have made improvements in reading scores	

Intervention strategies applied in Mathematics

Strategy	Impact expected	Achieved (RAG)	Follow-up
Use of form-time to provide targeted intervention (by maths specialist) Smaller class size allocation to facilitate more targeted 1-1, especially of L2 and below Additional and targeted in-class support for catch-up students, especially L3	At least 75% of catch-up students to make more progress than others (accelerated progress)	80% Y7 catch-up students (prior attainment \leq L3) making 2 or more sub-level progress over year, c.f. to non-DA 57%	<ul style="list-style-type: none"> Further intervention to be agreed with intervention manager (maths specialist) to support the 20% to make accelerated progress Targets in place for December 2016

English

Student Name	KS2	End Y7 Exam result	Spelling age - Mar 2016	Spelling age - Jun 2016
Student	3c	4b		
Student	3b	4a		
Student	B	3b	7.06	7.08
Student	N	N15	7.10	7.10
Student	3c	3c	8.09	9.03
Student	3c	3a	8.11	9.06
Student	N	3b		
Student	N	absent	8.00	8.11
Student	N	4c	9.05	9.05
Student	N	N	7.07	7.07

All Students Progress

	L (n)	En	
		PP (non-PP)	
		ELP %	MELP %
	3 (7)	43(29)	14(14)
2-sub	4 (25)	44(51)	20(37)
	5 (7)	43(21)	0(1)

Summary (English)

60% Y7 catch-up students (prior attainment <=L3) making 2 or more sub-level progress over year, c.f. to non-DA **43%**

40% Y7 catch-up students making improvements in spelling

Mathematics

Student Name	KS2	TMG (Y8)	CLA	Sub- levels
Student	3c	4c	3a	2
Student	B	3b	4c	4
Student	N	3b	2c	2
Student	3b	4b	4c	2
Student	3c	4c	3b	1
Student	3c	4b	4c	3
Student	3a	5c	3a	0
Student	2b	3b	3c	2
Student	3c	4c	4c	3
Student	3b	4b	4c	2
Student	2b	3b	3b	3
Student	3c	4c	3b	1
Student	N	3b	3c	3
Student	3b	4b	4c	2

Student	2b	3b	3b	3
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Prior Attainment Progress

	ELP	MELP
L3 (9)	4	2
L2 (3)	1	2
<L2 (3)	1	2

All student progress

2-sub	Ma PP (non-PP)	
	ELP %	MELP%
3	0(43)	0(14)
4	20(25)	4(10)
5	43(59)	14(40)

Summary (Maths)

40% of catch-up students made MELP

40% of catch-up students made ELP

In total 80% of catch-up students in maths made at least ELP