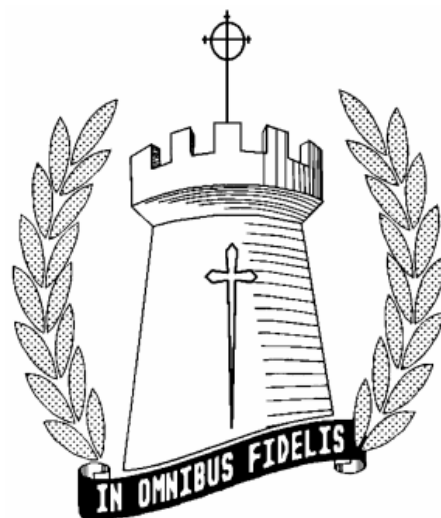


St Damian's RC Science College



**YEAR 7 CATCH UP PREMIUM**

**RAP**

**July 2015**

(Review HT1 – 23.10.14)

(Review HT2 – 16.12.14)

(Review HT3 – 13.2.15)

(Review HT4 – 31.3.15)

(Review HT5 – 22.5.15)

(Review HT6 – 16.7.15)

## Year 7 Catch Up Premium Plan 2014-2015

### Overview

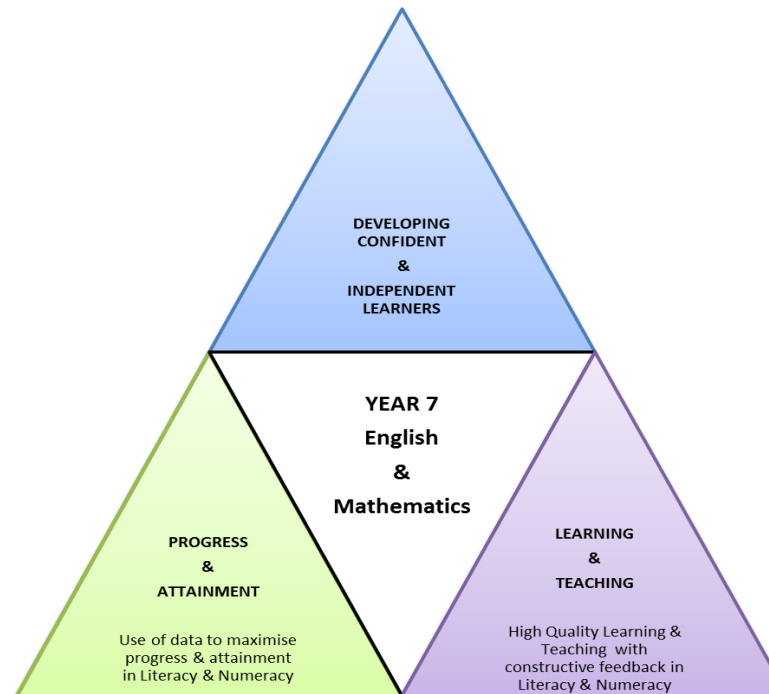
- ❖ Year 7 Catch up Premium will be used to support 9% of St. Damian's R.C. College Year 7 cohort (15 pupils in English & 14 pupils in Mathematics)
- ❖ The College delivered tailored support to meet the Literacy & Numeracy needs of pupils with Level 3 and below.
- ❖ The College was given an allocation of approximately **£11,000** for the academic year 2014/15

### Impact Report

**The Year 7 Catch up Premium Report focuses on two strands with the aim of developing confident & independent Learners**

(1) Progress & Attainment (4 Key Aspects)

(2) High Quality Learning & Teaching with Constructive Feedback (4 Key Aspects)



## YEAR 7 CATCH UP PREMIUM

	Action	Lead	Strategies	Review & Impact
1	<b>PROGRESS &amp; ATTAINMENT</b>	MHW	<p>Rigorous Data Analysis of prior attainment &amp; clear identification of needs of pupils</p> <p>Rigorous Target setting for Year 7 Catch Up Premium pupils</p> <p>Needs of Year 7 Catch up Premium Pupils being met</p> <p>Effective monitoring, tracking &amp; intervention</p> <p>Pro-active HOY/FT engagement with academic progress of Year 7 Catch Up Premium</p> <p>Half-termly progress meetings</p>	<p><b>HT1 (23.10.14)</b></p> <ul style="list-style-type: none"> <li>Data used to identify pupils &amp; intervention needs.</li> <li>Literacy &amp; Numeracy intervention in place W2 of term in Form time</li> <li>Separate Y7 Catch up planning meetings with MTR/RSN/EML/JMS took place in W2 to set up RAP</li> <li>Review Meeting took place on 23.10.14</li> </ul> <p><b>HT2 (16.12.14)</b></p> <ul style="list-style-type: none"> <li>Autumn Term Progress Checks (14 pupils): All pupils on or above target in 9+ subjects out of 13</li> <li>6 pupils on / above target in all 13 subjects</li> <li>All pupils have a very good attitude to learning &amp; good homework record</li> <li>Review Meeting took place on 16.12.14</li> </ul> <p><b>HT3 (13.2.15)</b></p> <ul style="list-style-type: none"> <li>Progress Checks submitted in final week of term. Analysis to be done in HT4</li> </ul> <p><b>HT4 (31.3.15)</b></p> <ul style="list-style-type: none"> <li>Spring Term Progress Checks (13 pupils): 11 pupils on or above target in 9+ subjects out of 13</li> <li>3 pupils on / above target in all 13 subjects</li> <li>All pupils have a very good attitude to learning &amp; good homework record</li> </ul> <p><b>HT5 (22.5.15)</b></p> <ul style="list-style-type: none"> <li>Summer Term Progress Checks (13 pupils): 13 pupils on or above target in 7+ subjects out of 13, 9 pupils on or above target in 10+ subjects, 2 pupils on /above target in all 13 subjects</li> <li>Most pupils have a good attitude to learning &amp; good homework record</li> </ul> <p><b>HT6 (16.7.15)</b></p> <ul style="list-style-type: none"> <li>Improved reading skills demonstrated in NGRT testing confirms improved literacy access to the broader curriculum.</li> </ul>
2	<b>PROGRESS &amp; ATTAINMENT</b>	NTR	<p>NGRT baseline testing for Reading Ages</p> <p>NGRT baseline testing for Spelling Ages</p> <p>Setting of Year 7 Literacy Targets (Oct half-term)</p> <p>Dynamic Learner baseline test– Spelling, Punctuation &amp; Grammar</p> <p>English Faculty baseline assessment in Reading &amp; Writing</p> <p>Book Club.</p> <p>Year 7 timetabled Nurture Group for Literacy with focus on differentiated English Curriculum</p> <p>Literacy support in Form time using Y11 peer mentors</p> <p>Use of Accelerated Reader &amp; Start Reader test.</p>	<p><b>HT1 (23.10.14)</b></p> <ul style="list-style-type: none"> <li>NGRT baseline testing for Reading &amp; Spelling Ages completed.</li> <li>Y7 Literacy targets set by the English Dept. English baseline testing taken place, Range of outcomes: N. L3/4</li> <li>Y7 English Curriculum in place with SENCO delivering History to target group</li> <li>Referral to EP for 2 pupils</li> <li>High level of support for some pupils</li> <li>3 pupils identified for change of teaching group to S3. 1 pupil identified to move into D3</li> </ul> <p><b>HT2 (16.12.14)</b></p> <ul style="list-style-type: none"> <li>Y7 Literacy targets set for all pupils</li> <li>Spelling support given following NGRT Testing</li> <li>Literacy intervention moved from NTR to RSN (Learning Support)</li> <li>English Faculty baseline assessment &amp; end of unit assessment taken place. Outcomes in English Department tracking &amp; evidence used to support Autumn Progress Checks</li> <li>English Progress Check Data (Autumn Term 2014): From Starting points: 1 pupil (5LOP) Exceptional progress, 5 pupils (4LOP) Outstanding Progress, 4 pupils (3LOP) Good progress, 4 pupils: Below target</li> </ul> <p><b>HT3 (13.2.15)</b></p> <ul style="list-style-type: none"> <li>English Progress Check Data (Spring Term 2015): From Starting points: 2 pupils (5LOP) Exceptional progress, 4 pupils (4LOP) Outstanding Progress, 3 pupils (3LOP) Good progress, 4 pupils: Below target</li> </ul>

				<p><b>HT4 (31.3.15)</b></p> <ul style="list-style-type: none"> <li>12/13 pupils show increase in Reading Age following ARP</li> <li>7/13 pupils achieving L4</li> </ul> <p><b>HT5 (22.5.15)</b></p> <ul style="list-style-type: none"> <li>English Progress Check Data (Summer Term 2015) From Starting points: 3 pupils (5+LOP) Exceptional progress, 0 pupils (4LOP) Outstanding Progress, 2 pupils (3LOP) Good progress, 8 pupils: Below target</li> <li>1 2c, 12b, 1 3c, 23b, 3 3a, 1 4c, 2 4b, 2 5c [ 5/13 pupils achieved L4/L5, 6 L3, 2 L2]</li> </ul> <p><b>HT6 (16.7.15)</b></p> <ul style="list-style-type: none"> <li>NGRT Test: RA: 4 pupils increased to 2 years, 2 pupils increased by 1 year. Other pupils 1-11months increase</li> <li>Future planning: To train parents in use of Accelerated Reader Programme &amp; Lexia</li> <li>Introduce Meemo to replace Jungle Memory</li> <li>Additional Literacy provision in Year 8 Curriculum to support further intervention. Pupils will not do Spanish.</li> </ul>
3	<p><b>PROGRESS &amp; ATTAINMENT</b></p> <p>Targeted Intervention in NUMERACY</p>	EML	<p>Year 7 timetabled Nurture Group for Numeracy with LSA teacher support – differentiated Maths curriculum with differentiated assessment.</p> <p>Numeracy intervention in Form time with Maths specialist (EML) and Y11 Numeracy Mentors in R11 [Monday – formal teaching], [Tues – Y11 briefing], [Wed / Thurs – split groups with Y11 Numeracy Mentors]</p> <p>Focus on basic number work, tables, number bonds</p> <p>Use of SIMS for half termly tracking.</p> <p>Half-termly progress meetings</p>	<p><b>HT1 (23.10.14)</b></p> <ul style="list-style-type: none"> <li>Numeracy intervention taking place in Form Time as planned</li> <li>6 pupils identified as causing serious concern in Maths due to significant low level basic skills (MS, FR, DLA, JE, RH, MY). These pupils are currently unable to access Y7 Maths curriculum</li> <li>2 pupils to move down group, 2 pupils to move up group.</li> </ul> <p><b>HT2 (16.12.14)</b></p> <ul style="list-style-type: none"> <li>Maths Progress Check Data (Autumn Term 2014): From Starting points: 7 pupils (3LOP) Good progress, 7 pupils: Below target</li> </ul> <p><b>HT3 (13.2.15)</b></p> <ul style="list-style-type: none"> <li>Maths Progress Check Data (Spring Term 2015): From Starting points: 3 pupils (4LOP) Outstanding progress, 6 pupils (3LOP) Good progress, 4 pupils: Below target. Overall good movement in progress this half term.</li> <li>Continued use of Symphony Maths</li> <li>Introduction of Maths Rockstars to practice times tables</li> </ul> <p><b>HT4 (31.3.15)</b></p> <ul style="list-style-type: none"> <li>7/13 pupils achieving L4</li> </ul> <p><b>HT5 (22.5.15)</b></p> <ul style="list-style-type: none"> <li>Maths Progress Check Data (Summer Term 2015): From Starting points: 3 pupils (4LOP) Outstanding progress, 6 pupils (3LOP) Good progress, 3 pupils: Below target.</li> <li>4 3c, 1 3b, 1 3a, 2 4c, 2 4b, 1 4a, 1 5c [ 6/12 pupils achieved L4/L5, 6 L3]</li> </ul> <p><b>HT6 (16.7.15)</b></p> <ul style="list-style-type: none"> <li>HWK Club used for ‘mymaths’. Final Outcomes: [ 7/12 pupils achieved L4/L5, 5 L3]</li> <li>Future planning: Training for parents using ‘mymaths’ &amp; intervention provision in form time.</li> </ul>
4	<p><b>PROGRESS &amp; ATTAINMENT</b></p> <p>Targeted Intervention for SEN</p>	RSN	<p>NGRT baseline testing for Reading Ages</p> <p>Setting of Year 7 Literacy Targets</p> <p>LASS assessment system - Visual Memory, auditory-verbal memory phonic reading skills phonological processing ability, single word reading, sentence Reading, spelling &amp; reasoning</p> <p>Lexia – Literacy: sight reading, comprehension, writing skills</p> <p>‘Toe by Toe’ Reading scheme 4x week with LSA link support – weakest readers</p> <p>‘Stride Ahead’ – Focus on comprehension skills</p> <p>‘Stareway to Spelling’ programme for targeted pupils</p> <p>Symphony Maths: Focus on: Representations, Concepts, Content.</p> <p>Cross curricular support in Literacy &amp; Numeracy across a range of Subject Areas via LSAs (7D3 – MRY) 20hrs/week</p> <p>SEN Transition support Year 6&gt;Year 7 : Eng/Hist(2) – RSN, Maths-EML</p>	<p><b>HT1 (23.10.14)</b></p> <ul style="list-style-type: none"> <li>LASS Assessment taken place</li> <li>Lexia &amp; Symphony Maths in place</li> <li>Some pupils completing Toe by Toe</li> <li>Cross curricular support in Literacy &amp; Numeracy across a range of Subject Areas via LSA (7D3 – MRY) 20hrs/week</li> </ul> <p><b>HT2 (16.12.14)</b></p> <ul style="list-style-type: none"> <li>Y7 Literacy targets set for SEN pupils</li> <li>Y7 HWK Club running. Lunch &amp; break-time support also available.</li> <li>All intervention programmes in place &amp; pupil progress being tracked</li> <li>A group of 6 pupils requiring significant support &amp; intervention. Some referrals made to CAMHS / Educational Psychologist / further SEN assessment by SENCO. These pupils remain a concern and are being monitored closely.</li> </ul>

			Y7 Homework Club -Tuesdays	<p><b>HT3 (13.2.15)</b></p> <ul style="list-style-type: none"> <li>Introduction of additional new programmes (on recommendation of Educational Psychologist) Becoming a Successful Learner – comprehension skills, Tetris – Processing &amp; concentration skills, Simon – memory, Jungle Memory – memory</li> <li>2 pupils to be put forward for an EHC plan</li> </ul> <p><b>HT4 (31.3.15)</b></p> <ul style="list-style-type: none"> <li>Continued use of intervention programmes. SENCO absent from school. Unable to attend Y7 Catch Up Meeting.</li> </ul> <p><b>HT5 (22.5.15)</b></p> <ul style="list-style-type: none"> <li>Continued use of intervention programmes</li> </ul> <p><b>HT6 (16.7.15)</b></p> <ul style="list-style-type: none"> <li>Introduction of Meemo. Further work with Ed Psychologist. Assessments for statements/EHIC &amp; alternative provision. Autism assessments. Pupil reviews. Curriculum planning for provision in Year 8. Training on the use of 'Fresh Start' – to be used as an alternative to Toe by Toe. Pupils will do one or the other but not both due to different approaches to the teaching of phonics.</li> </ul>
5	<b>HIGH QUALITY LEARNING &amp; TEACHING &amp; FEEDBACK</b> to ensure access for all Learners	KLE	Improvement in Learning & Teaching with a focus on SEN, Questioning, Differentiation, Constructive Feedback, 4LOP targets Effective Curriculum Support: Progress Tutorials, assessment & constructive feedback CPD & Sharing of Good Practice	<p><b>HT1 (23.10.14)</b></p> <ul style="list-style-type: none"> <li>Differentiation taking place in lessons</li> </ul> <p><b>HT2 (16.12.14)</b></p> <ul style="list-style-type: none"> <li>Literacy INSET - Input from MYS on Reading Ages &amp; accessibility of texts</li> <li>On-going support and feedback given to pupils</li> </ul> <p><b>HT3 (13.2.15)</b></p> <ul style="list-style-type: none"> <li>Lesson observations in place</li> </ul> <p><b>HT4 (31.3.15)</b></p> <ul style="list-style-type: none"> <li>Work Scrutiny carried out by Head of Year included 2 Year 7 Catch up Premium pupils. Progress discussed with individual pupils. (DLA / JE)</li> </ul> <p><b>HT5 (22.5.15)</b></p> <ul style="list-style-type: none"> <li>On-going support and feedback given to pupils</li> </ul> <p><b>HT6 (16.7.15)</b></p> <ul style="list-style-type: none"> <li>Planning to increase involvement of parents – information evening in Autumn Term: ARP, Lexia, mymaths, Fresh Start</li> <li>Improved primary transition information</li> </ul>
6	<b>DEVELOPING CONFIDENT &amp; INDEPENDENT LEARNERS</b>	JMS	Y7 Homework Club-Tuesdays Monitoring of Attendance Form Tutor focus on progress – Pastoral meetings & Pastoral Progress Plans Mentoring	<p><b>HT1 (23.10.14)</b></p> <ul style="list-style-type: none"> <li>HWK Club in place. Not all pupils attending</li> <li>Attendance support in place for one pupil</li> <li>Need to review use of ASPIRE for HWK</li> </ul> <p><b>HT2 (16.12.14)</b></p> <ul style="list-style-type: none"> <li>Progress Checks show that HWK &amp; Attitude to Learning is positive</li> <li>11 pupils with 100% attendance</li> <li>1 pupil (MS) off roll (Dec 2014)</li> </ul> <p><b>HT3 (13.2.15)</b></p> <ul style="list-style-type: none"> <li>3 pupils received progress postcards (MH, GM,IP) no longer required to attend Homework Club</li> <li>9 pupils not attending HWK club have a good homework record</li> <li>2 pupils are attendance concerns. All other pupils have high levels of attendance. 3 pupils have 100% attendance from the start of the year.</li> </ul>

				<p><b>HT4 (31.3.15)</b></p> <ul style="list-style-type: none"><li>• 3 pupils with ASPPIRE Rewards at end of the Spring Term</li></ul> <p><b>HT5 (22.5.15)</b></p> <ul style="list-style-type: none"><li>• All pupils have 95%+ attendance. 1 pupil 100% attendance</li></ul> <p><b>HT6 (16.7.15)</b></p> <ul style="list-style-type: none"><li>• All pupils still have 95%+ attendance</li></ul>
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