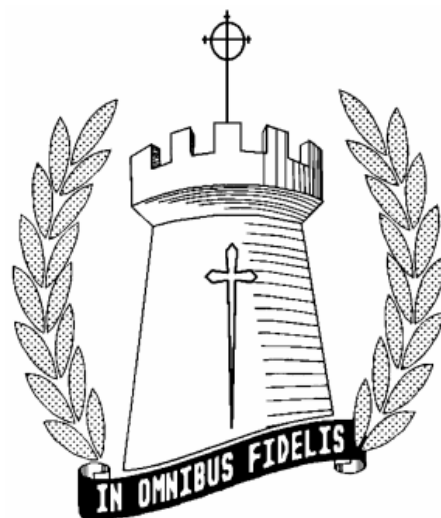


St Damian's RC Science College



**YEAR 7 CATCH UP PREMIUM**

**REPORT**

**July 2016**

(HT1 Review – 20.10.15)

(HT2 Review – 10.12.15)

(HT3 Review – 12.2.16)

(HT4 Review - 1.4.16)

(HT5 Review – 26.5.16)

(HT6 Review – 14.7.16)

## Year 7 Catch Up Premium Plan 2015-2016

### Overview

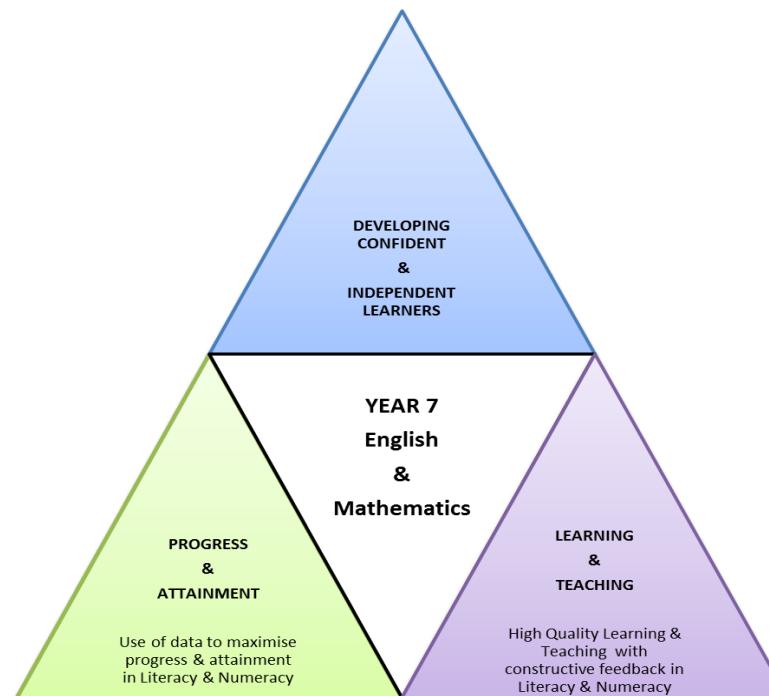
- ❖ Year 7 Catch up Premium will be used to support 12% of St. Damian's R.C. College Year 7 cohort (13 pupils in English & 13 pupils in Mathematics)
- ❖ The College delivered tailored support to meet the Literacy & Numeracy needs of pupils with Level 3 and below.
- ❖ The College was given an allocation of £6,000 for the academic year 2015/16

### 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	<p style="text-align: center;"><b>PROGRESS &amp; ATTAINMENT</b></p> <p style="text-align: center;">USE OF DATA to maximise progress &amp; attainment</p>	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</b></p> <ul style="list-style-type: none"> <li>• Analysis of prior attainment data taken place. Maths 12 pupils: 3a [5 pupils], 3b [1 pupil], 3c [4 pupils], Below KS2 levels [2 pupils]. New pupil started WK8 of term [MHW] English 13 pupils: 3a [4 pupils], 3b [4 pupils], 3c [2 pupils], Below KS2 levels [3 pupils]</li> <li>• All pupil targets set in line with College policy – expectation is to work towards 4LOP</li> <li>• Meetings took place W1 to agree personalised strategies and intervention for each pupil, Impact of strategies listed in RAP</li> <li>• HOY &amp; FT aware of Catch up Premium pupils. Data made available in all subject mark-sheets</li> <li>• 2 Y7 Catch up Premium pupils have very poor attendance due to effects of serious illness</li> <li>• HT1 Progress Meeting took place on 20.10.15</li> </ul> <p><b>HT2</b></p> <ul style="list-style-type: none"> <li>• HT2 Progress Meeting took place on 10.12.15</li> <li>• Completion of Y7 Progress Checks</li> </ul> <p><b>HT3</b></p> <ul style="list-style-type: none"> <li>• HT3 Meeting took place on 11.2.16</li> </ul> <p><b>HT4</b></p> <ul style="list-style-type: none"> <li>• HT4 Meeting took place on 31.3.16</li> </ul> <p><b>HT5</b></p> <ul style="list-style-type: none"> <li>• HT5 Meeting took place on 26.5.16</li> </ul> <p><b>HT6</b></p> <ul style="list-style-type: none"> <li>• HT6 Meeting took place on 14.7.16</li> </ul>
2	<p style="text-align: center;"><b>PROGRESS &amp; ATTAINMENT</b></p> <p style="text-align: center;">Targeted Intervention in LITERACY</p>	CWD	<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>Fresh Start Phonics Programme</p> <p>English Faculty baseline assessment in Reading &amp; Writing</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; Star Reader test.</p>	<p><b>HT 1</b></p> <ul style="list-style-type: none"> <li>• NGRT Reading Testing taken place. Reading ages vary between -5.0 &amp; 12.11</li> <li>• Fresh Start Phonics being used by CWD in lessons – had strong impact on phonics skill in first 8 weeks. Significant Level of staff training in Summer term by LA [CWD, NTR, MYS]</li> <li>• Timetabled Y7 Catch up Premium Intervention in the mornings. Plans are as follows: Group 1 pupils need both English &amp; Maths intervention. In Half term 1 Group 1 pupils will do Numeracy in the mornings &amp; Literacy in the Ignite Club. In Half term 2 pupils will do Literacy in the mornings &amp; Numeracy in the Ignite Club. Group 2s just focus on one of English /Maths and intervention takes place twice a week.</li> <li>• ARP taking place</li> <li>• English baseline assessments taken place –outcomes being moderated and data submitted</li> </ul> <p><b>HT2</b></p> <ul style="list-style-type: none"> <li>• Continued focus on phonics</li> <li>• Y7 English [12 pupils] 9/12 pupils on track to reach L4. 1 pupil long-term absent – medical reasons</li> <li>• 4a (2 pupils), 4b (5 pupils), 4c (2 pupils), 3a (1 pupil), 2a (1 pupil), Abs (1 pupil)</li> </ul> <p><b>HT3</b></p> <ul style="list-style-type: none"> <li>• Pupils tested in Fresh Start Phonics [11.2.16]</li> <li>• Literacy Lessons with focus on reading and discussing book as a group. Focus on spelling</li> </ul> <p><b>HT4</b></p> <ul style="list-style-type: none"> <li>• Literacy lessons focused on Lexia &amp; a class reader with discussion and spelling</li> <li>• Y7 English [12 pupils] 9/12 pupils on track to reach L4. 1 pupil long-term absent – medical reasons</li> <li>• Spring Progress Checks: 4a (2 pupils), 4b (3 pupils), 4c (3 pupils), 3a (1 pupil), 2a (1 pupil), Abs (1 pupil)</li> <li>• Spring Progress Checks: 2 pupils Below, 6 Expected, 2 Exceeds, 1 Exceptional</li> </ul>

				<p><b>HT5</b></p> <ul style="list-style-type: none"> <li>• Summer Accelerated Reader test taken place</li> <li>• Literacy lessons focused on Lexia &amp; a class reader with discussion and spelling</li> <li>• Y7 English [12 pupils] 9/12 pupils on track to reach L4. 1 pupil long-term absent – medical reasons</li> <li>• Summer Progress Checks: 4a (3 pupils), 4b (3 pupils), 4c (3 pupils), 3a (1 pupil), 3b (1 pupil), Abs (1 pupil)</li> <li>• Summer Progress Checks: 1 pupil Below, 5 Expected, 1 Exceeds, 4 Exceptional</li> </ul> <p><b>HT6</b></p> <ul style="list-style-type: none"> <li>• Pupils completed End of Year 7 NGRT Reading test to assess progress across the year</li> <li>• Phonics programme has been particularly successful</li> <li>• Transition term planned for the Autumn Term and pupils join Year 8 full curriculum at February half-term</li> </ul>
3	<p><b>PROGRESS &amp; ATTAINMENT</b></p> <p>Targeted Intervention in NUMERACY</p>	NTE	<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</b></p> <ul style="list-style-type: none"> <li>• 7Y3 Numeracy lessons in place with focus on basic number, times tables, addition and subtraction</li> <li>• Numeracy Intervention in Form time twice a week with SCA</li> <li>• Baseline test taken place using SATS paper –outcomes of 7 pupils not in line with KS2 data</li> <li>• 3 pupils to be moved from Y3 to Y2</li> </ul> <p><b>HT2</b></p> <ul style="list-style-type: none"> <li>• New Numeracy Co-ordinator [NTE]. Taken over intervention from SCA</li> <li>• Focus on tables, addition, subtraction, number bonds, place value, multiples</li> <li>• Use of keyrings</li> <li>• Y7 Maths [13 pupils] 7/12 pupils on track to reach L4. 1 pupil long-term absent – medical reasons</li> <li>• 4b (7 pupils), 3a (2 pupils), 3b (1 pupil), 2a (2 pupils), Abs (1 pupil)</li> </ul> <p><b>HT3</b></p> <ul style="list-style-type: none"> <li>• Pupils working through Maths booklet in morning intervention</li> </ul> <p><b>HT4</b></p> <ul style="list-style-type: none"> <li>• Introduction of Numeracy Ninjas comprising of mental arithmetic strategies, times tables and key skills. Marked out of 30 &amp; given a colour: White 1-3, Yellow 4-6, Orange 7-9, Green 10-13, Blue 14-17, Purple 18-21, Red 22-25, Brown 26-29, 30 Black</li> <li>• Y7 Maths [13 pupils] 8/13 pupils on track to reach L4. 1 pupil long-term absent – medical reasons</li> <li>• Spring Progress Checks: 4a (1 pupil), 4b (5 pupils), 4c (2 pupils), 3a (1 pupil), 3b (2 pupils), 3c (1 pupil) Abs (1 pupil)</li> <li>• Spring Progress Checks: 5 pupils Below, 4 Expected, 3 Exceeds, 1 Exceptional</li> </ul> <p><b>HT5</b></p> <ul style="list-style-type: none"> <li>• Continuation of Numeracy Ninjas</li> <li>• Y7 Maths [13 pupils] 8/13 pupils on track to reach L4. 1 pupil long-term absent – medical reasons</li> <li>• Summer Progress Checks: 4a (3 pupils), 4b (2 pupils), 4c (3 pupils), 3a (2 pupils), 3b (1 pupil), 3c (1 pupil) Abs (1 pupil)</li> <li>• Summer Progress Checks: 2 pupils Below, 7 Expected, 1 Exceeds, 1 Exceptional</li> </ul> <p><b>HT6</b></p> <ul style="list-style-type: none"> <li>• Numeracy Ninjas becoming embedded</li> <li>• Pupils made significant improvements. More time needed.</li> <li>• Pupils to attend twice weekly in Year 8</li> </ul>

4	<p style="text-align: center;"><b>PROGRESS &amp; ATTAINMENT</b></p> <p style="text-align: center;">Targeted Intervention for SEN</p>	MBS RSN	<p>LASS assessment system - Visual Memory, auditory-verbal memory phonic reading skills phonological processing ability, single word reading, sentence Reading, spelling &amp; reasoning Lexia – Literacy: sight reading, comprehension, writing skills 'Maths Rockstars' Meemo – Memory Recall Cross curricular support in Literacy &amp; Numeracy across a range of Subject Areas via LSAs (7Y3 – MRY) 20hrs/week SEN Transition support Year 6&gt;Year 7 Y7 Homework Club [Ignite] –Tuesdays [Support from MRY]</p>	<p><b>HT1</b></p> <ul style="list-style-type: none"> <li>Assessment of pupil needs taken place</li> <li>All pupils receiving personalised intervention [ Fresh Start Phonics, Lexua, Meemo]</li> <li>7Y3 Literacy lessons in place. Focus on Lexia [Reading skills] &amp; Meemo [Memory Recall]</li> <li>LSA support from MRY in lessons</li> <li>MRY gives some additional support for withdrawal from lessons</li> </ul> <p><b>HT2</b></p> <ul style="list-style-type: none"> <li>Focus on spelling, Lexia &amp; Meemo [Memory skills] in Literacy Lessons</li> <li>English [6 SEN pupils] 4 pupils on/above target in 13 subjects, 1 pupil on/above in 12 subjects, 1 pupil on/above target in 11 subjects</li> <li>Maths [8 SEN pupils] 2 pupils on/above target in 13 subjects, 3 pupils on/above in 12 subjects, 2 pupil on/above target in 11 subjects, 1 pupil on/above target in 8 subjects</li> </ul> <p><b>HT3</b></p> <ul style="list-style-type: none"> <li>Update on Lexia progress. Most pupils now on Level 2</li> </ul> <p><b>HT4</b></p> <ul style="list-style-type: none"> <li>Following review of SEN register, due to strong and sustained levels of good progress 3 pupils will be taken off the SEN Register [TB, AH, DJ]</li> </ul> <p><b>HT5</b></p> <ul style="list-style-type: none"> <li>Continued focus on spelling &amp; reading in Literacy lessons &amp; individual 1:1 intervention</li> </ul>
5	<p style="text-align: center;"><b>HIGH QUALITY LEARNING &amp; TEACHING &amp; FEEDBACK</b></p> <p style="text-align: center;">to ensure access for all Learners</p>	KLE	<p>Improvement in Learning &amp; Teaching with a focus on SEN, Questioning, Differentiation, Constructive Feedback, 4LOP targets Effective Curriculum Support: Progress Tutorials, assessment &amp; constructive feedback CPD &amp; Sharing of Good Practice</p>	<p><b>HT1</b></p> <ul style="list-style-type: none"> <li>Lesson observations of NQTs</li> <li>Planning of INSET in Nov 2015 – Use of LSA support in lessons</li> <li>Focus on baseline assessments in all subjects. Outcomes to be used as evidence for Y7 Progress Checks</li> </ul> <p><b>HT2</b></p> <ul style="list-style-type: none"> <li>Review of roles of LSAs &amp; Classroom teachers</li> </ul> <p><b>HT3</b></p> <ul style="list-style-type: none"> <li>Continued differentiation</li> </ul> <p><b>HT4</b></p> <ul style="list-style-type: none"> <li>Y7 Exams taken place &amp; feedback given w/c [14.3.16] leading to the completion of the full report to parents at the start of HT5</li> </ul> <p><b>HT5</b></p> <ul style="list-style-type: none"> <li>1 pupil to be assessed by SEN</li> </ul> <p><b>HT6</b></p> <ul style="list-style-type: none"> <li>2 further pupils to be assessed by SEN</li> </ul>
6	<p style="text-align: center;"><b>DEVELOPING CONFIDENT &amp; INDEPENDENT LEARNERS</b></p>	RBA	<p>Y7 Homework Club-Tuesdays [Ignite] Monitoring of Attendance Form Tutor focus on progress – Pastoral meetings &amp; Pastoral Progress Plans Mentoring</p>	<p><b>HT1</b></p> <ul style="list-style-type: none"> <li>Ignite Club taking place on Tuesdays with support from MRY</li> <li>Tracking of attendance. 6 pupils being monitored. Close liaison with families of 2 pupils where there is illness</li> <li>FT tracking of pupils. Help with personal organisation and HWK</li> <li>Additional support from VHN for social &amp; emotional issues</li> </ul> <p><b>HT2</b></p> <ul style="list-style-type: none"> <li>Pupils working well. A small number to be monitored re: ATL [DD / LMG]</li> <li>Some pupils no longer need to attend Ignite Club due to good independent HWK skills</li> </ul> <p><b>HT3</b></p> <ul style="list-style-type: none"> <li>Most pupils developing in confidence &amp; well organised</li> <li>Concerns re: drop in attendance of 2 EAL pupils and slowing of progress</li> <li>1 pupil still not attending school due to serious illness</li> </ul>

				<p><b>HT4</b></p> <ul style="list-style-type: none"><li>• Overall pupils making good progress</li><li>• 1 pupil still not attending school due to serious illness</li></ul> <p><b>HT5</b></p> <ul style="list-style-type: none"><li>• Summer Progress Checks show good overall progress across the curriculum</li><li>• Maths cohort: 10/13 pupils on or above target in 10/13 subjects</li><li>• English Cohort: 10/12 pupils on or above target in 11/13 subjects</li></ul> <p><b>HT6</b></p> <ul style="list-style-type: none"><li>• Progress reported in HT5, sustained in HT6</li></ul>
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