

Year 7 Catch Up Strategy Impact statement – Deyes High School 2017/2018

1. Summary information					
School	Deyes High School				
Academic Year	2017/18	Total Y7 Catch Up budget	£11,406	Date of most recent Y7 Catch Up Review	Sept 2017
Total number of pupils	1404	Number of pupils eligible for Y7 Catch Up Funding	See below	Date for next internal review of this strategy	July 2018
2. Current attainment					
		Reading		Maths	Reading & Maths
% (and number) of pupils NSR on arrival in September 2017		% (36)		% (28)	% (19)
Barriers to future attainment (for pupils eligible for Y7 Catch Up)					
In-school barriers					
A.	Reading levels. General areas of weakness following KS2 SATs paper analysis include skills such as retrieving and recording information, making and justifying inferences and explaining choice of words. These skills will be worked on through reading and literacy intervention with the NSR cohort.				
B.	Fundamental numeracy skills identified as weakness following KS2 SAT analysis include ratio and proportion, fractions and algebra. These skills will be worked on during numeracy intervention with the NSR cohort.				
C.	Self-esteem				
External barriers					

D.	Attendance rates for NSR pupils in Year 7 can be below the target of 96%. This reduces their school hours and causes them to fall behind. Consistent attendance will support their progress	
E.	Some parents of NSR pupils do not feel equipped to support the literacy and numeracy development of their NSR sons or daughters. This means opportunities for home learning are missed and some misconceptions are not addressed at home, hindering the pupil's progress.	
3. Desired outcomes		
A.	Improve the reading levels of NSR pupils by accelerating progress in reading so that an increased % of pupils are 'Y8 Ready' by the end of Year 7	<p data-bbox="741 395 1451 576"> Success criteria <ul style="list-style-type: none"> • Reduce the % of pupils deemed NSR in reading at the end of Y7 • Increase the % of pupils who are 'Year 8 ready' by the end of Y7 by securing high levels of progress in reading throughout Year 7 </p> <p data-bbox="1464 395 2163 647"> Evidence of Impact <ul style="list-style-type: none"> • 100% NSR students improved reading ages • All but 1 achieved reading age of above 9 and have not been re-tested. • Students have been assessed at 2 points in the year, January and July. Students who achieved the standardised score were removed from the programme. </p> <p data-bbox="1464 655 1514 683"><u>7L4</u></p> <ul style="list-style-type: none"> • January – 64% of students taken off NSR programme • July – 78% of students taken off NSR programme. <p data-bbox="1464 815 1637 842"><u>7M4/5 Class 1</u></p> <ul style="list-style-type: none"> • January – 30% of students taken off NSR programme • July – 30% of students taken off NSR Programme. Those remaining did make some progress on their original test scores. <p data-bbox="1464 1046 1637 1074"><u>7M4/5 Class 2</u></p> <ul style="list-style-type: none"> • January – 10% of students taken off NSR programme • July – 58% of students taken off NSR programme. Those remaining did make some progress on their original test scores.

<p>B.</p>	<p>Improve the numeracy levels of NSR pupils by accelerating progress in Maths so that an increased % of pupils are 'Y8 Ready' by the end of Year 7</p>	<ul style="list-style-type: none"> • Reduce the % of pupils deemed NSR in Maths at the end of Y7 • Increase the % of pupils who are 'Year 8 ready' by the end of Y7 by securing high levels of progress in reading throughout Year 7 	<p>The number of students who were deemed NSR at the end of Year 7 decreased by 89%.</p> <ul style="list-style-type: none"> • 89% NSR students achieved their Learner expectation group target by the end of year 7 (25/28) • 29% NSR students exceeded their LEG Target by the end of year 7 (8/28) • 75% NSR students were on or above Silver at the end of year 7 which would place them on a trajectory to achieve a grade 4 or above at GCSE, based on our EAP progress grid <p>All students were assessed at 4 points throughout the year, October, December, April and June. Any NSR student who achieved Silver or above for at least 2 consecutive assessments were removed from the programme.</p> <ul style="list-style-type: none"> • 6 students removed in January • 7 students removed in April • The remaining 15 students completed a full year on the NSR programme with all except 3 reaching their LEG <p>The 7 students who did not reach Silver (even if their target was Bronze) have been included in Morning Registration intervention groups in Y8 to continue to support them in Mathematics.</p>
<p>C.</p>	<p>Improve pupils' self-esteem as successful learners who feel ready and prepared for the academic challenges and opportunities of secondary school</p>	<ul style="list-style-type: none"> • Students have developed organisational skills and feel prepared for the academic challenges of year 8. 	<ul style="list-style-type: none"> • NSR students were given an intervention timetable. They were expected to attend a session each week, it was their responsibility to inform their class teacher of this. • They were given homework and they all adhered to this.

			<ul style="list-style-type: none"> During Literacy Intervention, pupils were encouraged to be autonomous and use Dictionary's support their understanding and development.
D.	Increased attendance rates for NSR pupils, including attendance to lessons and intervention sessions	<ul style="list-style-type: none"> School attendance is above the school target of 95% Lesson attendance is high Intervention sessions attendance is high 	<ul style="list-style-type: none"> School attendance for NSR students is 95.40% Attendance for literacy sessions was high – students willingly attended the sessions and absence from sessions was only recorded when a pupil was absent from school for another reason.
E.	Increase confidence in the parents of NSR pupils to support literacy and numeracy development at home	<ul style="list-style-type: none"> High attendance rates at Year parent engagement events Positive feedback from the parents NSR pupils regarding the support, information and guidance provided High levels of homework quality and completion for NSR pupils 	<ul style="list-style-type: none"> 100% of parents strongly agreed or agreed that the Life@Deyes Evening was useful and informative. 100% of parents strongly agreed or agreed that the transition evening was helpful