

Year 7 Catch Up Spend Plan – 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		Success criteria
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	<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
B.	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	<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
C.	Improve pupils' self-esteem as successful learners who feel ready and prepared for the academic challenges and opportunities of secondary school	<ul style="list-style-type: none"> • Students have developed organisational skills and feel prepared for the academic challenges of year 8.
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
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

**Planned expenditure
Academic year 2017/2018**

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?
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	<i>1. Use of the Accelerated Reading programme with NSR students.</i>	<p>AR is a tool in which student's progress is regularly monitored in a fun and engaging way. They complete a baseline assessment at 3 points during the year with comprehension quizzes taken on the computer after every book that they read.</p> <p>It is proven that pupils' reading levels increase with regular exposure to a range of texts and this is provided through the programme. The students also engage with the interactivity of the quizzes more effectively than written comprehension and an element of competition is created through the points gained when they achieve.</p>	<p>Training has been given to class teachers in order to ensure that the programme has been delivered effectively. This also include the sharing of good practice and a continuous flexibility for improving strategies.</p> <p>Regular use of the library and regular quizzing is vital or the programme to work, which has now been established through the department.</p> <p>Prizes and motivation through class competition is encouraged to ensure that students are engaged with the intervention to promote positive learning and progress.</p>	<p>Lead by MPY. Conducted by FBY, NBR, ASC, MSI, LMI, GHO</p>	<p>STAR tests are taken in the first two weeks of each half term. Progress reports will be published on a fortnightly basis to allow regular monitoring of student's progress.</p>
	<i>2 Reading Pals: To improve the reading age of students in year 7</i>	<p>JID has identified a small cohort of year 7 students whose reading age is below the expected level for this stage. JID and NCO have liaised with PGR to identify books which are best suited to develop</p>	<p>Regular monitoring of the student's results will allow teachers to further tailor their intervention for these pupils over time.</p>	<p>NCO (PDM Year 12) JID (PDM Year 7)</p>	<p>At the end of Term 1-December 2017.</p>

<p><i>who are below national reading age average.</i></p> <p><i>Year 7 students will be paired with a high achieving Year 12 student who will read with them for 15 minutes one morning a week to develop their confidence and hopefully, improve reading age.</i></p>	<p>reading levels. Following the 12-week programme, students will be re-tested by PGR to see if reading ages have improved. Students will also have a booklet to fill it at the end of each session.</p>	<p>Support has been requested from TAs to help oversee this programme. NCO asnd JID will also share responsibility for overseeing the programme and ensuring it is well organised and implemented. JID has sent letters to the parents of students involved to obtain consent. SENCO Mrs Graham will also be involved in official testing of students to check progress.</p>	<p>PGR (SENCO)</p>	
<p><i>3. Explicit SPaG and Quiet reading lesson delivered fortnightly through Year 7 English timetabled lesson.</i></p>	<p>Given the increased emphasis on students having to read a range of intellectually challenging and substantial whole texts in the new GCSEs and the equal weighting for English Literature, it is paramount that reading skills taught at KS3 can create the foundations that are needed if students are to succeed at KS4. The rationale for the explicit SPaG and quiet reading lesson delivered fortnightly is to raise children’s literacy standards and get students accustomed to reading independently. The rationale of quiet reading lessons is to promote a love of reading, and to support the current emphasis on reading for pleasure, its</p>	<p>Teachers of KS3 (7-9) English classes will allocate a lesson fortnightly to explicitly deliver SPaG and quiet reading. These lessons have been documented for learning walk focus. Students will be given exercise books to record SPaG task completion and any comments in relation to their reading book.</p>	<p>Lead by FBY. Conducted by KS3 teachers</p>	<p>Monitored by class teacher.</p>

		<p>inclusion in the National Curriculum from 2014, and the fact that it is a focus for Ofsted inspections.</p> <p>Research, shows a link between reading widely for enjoyment and a number of educational benefits including encouragement for the 'reluctant' reader as students can choose the book, genre, subject matter or writer that 'hooks' them.</p> <p>Independent, quiet reading, modelled by the classroom teacher may allow students to discover the pleasures of reading instead of the emphasis being academic.</p>			
	<p><i>4. NSR Literacy catch-up programme</i></p>	<p>The government's end of KS2 measure as the key performance indicator, is 'secondary ready'. The NSR literacy Intervention Programme has been formulated to help improve English reading skills for the cohort of Year 7 pupils who have been deemed non-secondary- ready in English.: The students are a mix from 7M4, 7L4 and 7M5 (English Sets).</p> <p>The year 7 programme of study in English requires students to be able to access reading material therefore students entering Year 7 with a scaled score of below 100 are to be given small group intervention, Skills addressed</p>	<p>Intervention teachers will 'base-line test' students with initial lesson using intervention materials: this will inform level of differentiation needed for students to be able to positively access learning and make progress.</p> <p>Students have Literacy profiles with identification of specific reading skills to be targeted, informed from KS2 data.</p> <p>Feedback given by intervention teacher following completion of</p>	<p>Lead by JGH and TO. Co-ordinated by FBY</p>	<p>Progress reviewed each half-term with official Base-Line test Spring 2108.</p>

		include: Reading for meaning, inference and summarising.	tasks with strategies to help student improve in that area. Homework will be given following each session to encourage parental support and for student to continue with skill practice.		
	<i>5. One to one literacy support to support student's literacy skills by specialist literacy staff</i>	One to one support from specialist literacy staff to develop phonics, reading, writing skills as well as SPAG skills.	Regular assessment (reading, spelling) Registers completed daily / weekly	PGR/MRO	Weekly, half termly, termly.
	<i>6. Alternative class readers suitable for NSR students to be able to complete end- of- scheme assessment.</i>	Alternative class readers suitable for NSR students to be able to complete end- of- scheme assessment.	Classroom formative assessment	All English staff	Half termly
	<i>7. KS2 SATs papers purchased to reassess students at the midpoint review.</i>	Students will take the KS2 SATs paper in order to assess the skills developed during intervention.	Classroom formative assessment	FBY/TOW/JGE	End of term 2

Academic year	2017/2018
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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?
A) 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	<i>Use of 5 – a – day tasks to promote numeracy skills in all lessons</i>	“5 a day” tasks are to promote the basic numeracy skills all pupils need in Mathematics.	Training given to all KS3 staff on the use of “5 a day” activities in lessons Learning walks/Work scrutiny	JEL/DBR	Half-termly
	<i>Use of Hegarty Maths to promote independent study</i>	Hegarty Maths is an online platform that allows teachers to set specific tasks to each individual student based on ability/gaps.	Hegarty Maths spreadsheets and pupil scores	Class Teachers (DBR to monitor)	Monthly
	<i>Extra support in lessons by TAs</i>	TA’s in lessons with NSR and low ability pupils to help support.	Learning walks/Lesson observations	DBR	Ongoing
	<i>NSR Intervention programme Low ability and NSR morning intervention sessions</i>	This intervention is designed to fill gaps in students’ basic mental calculation strategies and empower them with the numeracy skills and fluency required to fully access the curriculum. The intervention programme is more intensive and delivered in curriculum time 2 hours a fortnight.	Learning walks/Lesson observations Training given to TAs delivering intervention/monthly meetings with TAs	DBR	Monthly initially then Following all assessments

	<p><i>Quality feedback and intervention given following all assessments</i></p>	<p>Feedback provided by class teachers to all students giving them a list of topics that the need to work on and providing specific guidance on how to move forward</p>	<p>Intervention trackers/assessment scores/progress assessment</p> <p>Training given to all KS3 staff on use of feedback lessons</p> <p>Student/parent voice</p> <p>Work scrutiny/learning walks</p>	<p>RGA/LST (DBR to monitor)</p>	<p>Following all assessments</p>
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<p>B) Improve pupils' self-esteem as successful learners who feel ready and prepared for the academic challenges and opportunities of secondary school</p>	<p><i>Student support/mentor working with NSR students that have been identified as having low self-esteem, organisation issues and homework help.</i></p>	<p>Students to work with mentor once a week to discuss any issues in school and to work on building self-esteem</p> <p>Form tutor meeting termly after progress assessment as well as ongoing support.</p>	<p>6 week block of intervention.</p> <p>Register taken weekly</p> <p>Communication with home if necessary</p> <p>Workbooks to help learning and planning</p> <p>Class teacher feedback half termly</p> <p>Review of behaviour marks/reward credits.</p>	<p>AH/JID</p>	<p>Half termly</p>
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C) Increased attendance rates for NSR pupils, including attendance to lessons and intervention sessions	<i>Daily/Weekly tracking of the attendance of NSR students by FT, ApDM, AWO.</i> <i>Intervention registers taken and checked by key stage 3 leads.</i>	<p>Students highlighted in weekly meetings to track attendance to lessons and to school.</p> <p>NSR Students rewarded for excellent attendance termly.</p>	<p>Support packages in place by KTU</p> <p>FT meeting with students to check any issues</p> <p>KTU and NKI to meet with parents</p>	KTU/NKI	Daily/weekly/half termly.
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<p>D) Increase confidence in the parents of NSR pupils to support literacy and numeracy development at home</p>	<p><i>Life @ deyes evening. Information evening to inform parents on how to support in English and maths</i></p> <p><i>Literacy mats to support students literacy skills.</i></p> <p><i>Breakdown and analysis of the results of NSR students in English and Maths</i></p>	<p>Parents attended a session on how to support in English and Maths as well as how to use online tools to develop students understanding at home</p> <p>All parents provided with a literacy mat to help students develop and use their literacy skills at home</p> <p>Parents received a breakdown by question analysis which informs parents where students did not achieve well.</p>	<p>Online resources and engagement tracked by DBR</p> <p>100% parents found this evening useful.</p> <p>Assessed by JDA and PGR</p> <p>Support provided from English and Maths departments. Maths – Heagery maths targeted questions.</p>	<p>FBY/DBR</p>	
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