

## Year 7 Catch Up strategy statement – Deyes High School 2018/2019

1. Summary information					
School	Deyes High School				
Academic Year	2018/19	Total Y7 Catch Up budget	£11,046	Date of most recent Y7 Catch Up Review	Sept 2018
Total number of pupils	1406	Number of pupils eligible for Y7 Catch Up Funding	See below	Date for next internal review of this strategy	July 2019
2. Current attainment					
% (and number) of pupils NSR on arrival in September 2018			Reading	Maths	Reading & Maths
			11.9% (28)	11.5% (27)	5.9% (14)
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.				
External barriers					
D.	Attendance rates for NSR pupils in Year 7 can be below the school target of 96%. This reduces their school hours and causes them to fall behind. Consistent attendance strategies and support 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. Support for parents will be provided in the form of parental events throughout the course of the school year.		
3. Desired outcomes		Success criteria	Evidence of Impact (when review is conducted)
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"> <li>• Reduce the % of pupils deemed NSR in reading at the end of Y7</li> <li>• 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</li> </ul>	<p>SATs results show;</p> <ul style="list-style-type: none"> <li>▪ 3/11 students reached above a scaled score of 100 and are now deemed 'secondary ready'</li> <li>▪ 2/11 students improved their SATs scores</li> <li>▪ 3/11 students improved their learning expectation group from silver to gold.</li> </ul> <p>The remaining 6 students achieved their learning expectation group target and are therefore in line with their peers (of similar ability). They will continue to receive additional intervention from class teachers</p> <p>Reading ages after 1:1 intervention from the literacy team show:</p> <ul style="list-style-type: none"> <li>▪ 10/11 students improved their reading ages (91%)</li> <li>▪ 1/11 students remained at a similar reading age</li> <li>▪ 3/11 students more than doubled their reading ages</li> </ul> <p>Reading ages tracked through Accelerated Reader show: For Class 7MM, 9/13 students increased their reading ages over the course of the year, with the remaining 4 students maintaining their reading age. This meant that of 69% of NSR students improved their reading ages from the start of Year 7. This exceeded the percentage of students who increased their reading ages in the whole year group, including those who already started Year 7 as secondary ready.</p> <p>Progress grades show:</p>

			<p>22/24 students in English are now deemed to be 'secondary ready' by class teachers. Of the 2 students who remained 'not secondary ready'; both were in the 'persistently absent' category and their poor attendance affected their progress. These 2 students will continue to receive literacy support to enable them to reach the 'secondary ready' threshold in Year 8.</p>
<b>B.</b>	<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"> <li>• Reduce the % of pupils deemed NSR in Maths at the end of Y7</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• The cohort was split into 3 waves depending on how far off being secondary ready the students were</li> <li>• Bespoke support packages were put into place for each wave</li> <li>• Support consisted of small group intervention sessions once per fortnight/twice per fortnight for weakest students. All were led by Maths specialists</li> <li>• Students who were furthest away from being secondary ready were placed in timetabled numeracy sessions twice per fortnight to have more numeracy lessons</li> <li>• Students were in a reduced class size for normal timetabled Maths lessons and have specialist Teaching Assistant support available</li> <li>• Full cohort was tracked over time, with support tailored and targeted depending on progress throughout year</li> <li>• Students have been assessed at 4 points throughout the year. Students who achieved the standardised score were removed from the programme after each assessment point.</li> <li>• 20 students out of the original cohort of 24 were deemed secondary ready by the end of Year 7</li> <li>• 1 of the cohort left school on a managed transfer</li> </ul>

			<ul style="list-style-type: none"> <li>• Only 3 of the 24 students who remain in school ended Year 7 as not secondary ready and will continue to receive numeracy support during Year 8 by specialist staff</li> </ul> <p>Progress grades show: 22/24 students in Maths are now deemed to be 'secondary ready' by class teachers. Of the 2 students who remained 'not secondary ready'; one is no longer a student at Deyes and the other was in the 'persistently absent' category and their poor attendance affected their progress. This student will continue to receive numeracy support to enable them to reach the 'secondary ready' threshold in Year 8.</p>
<b>C.</b>	Increased attendance rates for NSR pupils, including attendance to lessons and intervention sessions	<ul style="list-style-type: none"> <li>• School attendance is above the school target of 96%</li> <li>• Lesson attendance is high</li> <li>• Intervention session attendance is high</li> </ul>	<p>Students who secured 96 and below for their scaled scores in Maths and Reading had an extra timetabled lesson for 'Literacy across the curriculum' and 'Numeracy across the curriculum'. These lessons were attended by all students on every day they were in school.</p> <p>3/28 students achieved 100% attendance over the academic year 13/28 students achieved 96% or above attendance over the academic year (in line with the school targets)</p> <p>The overall attendance of the NSR cohort was 96%</p> <p>Shadow data shows that if 4 students were removed from the cohort then the overall attendance was 98%. These students have been removed as they were classed as 'persistently absent' due to personal reasons.</p>

<p><b>D.</b></p>	<p>Increase confidence in the parents of NSR pupils to support literacy and numeracy development at home</p>	<ul style="list-style-type: none"> <li>• High attendance rates at Year parent engagement events</li> <li>• Positive feedback from the parents NSR pupils regarding the support, information and guidance provided</li> <li>• High levels of homework quality and completion for NSR pupils</li> </ul>	<p>Parent voice was collected using the Ofsted parent view questionnaire during a parental event.</p> <p>96% of parents attended the NSR parental event (23/24 parents).</p> <p>100% of parents were happy with the quality of education provided in Maths and English to try to ensure their child became 'secondary ready' (24/24 parents)</p> <p>92% parents were happy with the amount of information being shared with them as to their child's progress (22/24 parents).</p> <p>96% parents would recommend Deyes High School to another parent/carer (23/24 parents)</p> <p>96% parents reported supporting their NSR child at home with numeracy and literacy (23/24 parents)</p>
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**Planned expenditure  
Academic year 2018/2019**

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?
<b>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</b>	<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 English specialists</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 who are below national reading age average.</i>	<p>MPY has identified a small cohort of year 7 students whose reading age is below the expected level for this stage. MPY and NCO have liaised with PGR to identify books which are best suited to develop reading levels. Following the</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) TOW (PDM Year 7) PGR (Literacy Support)</p>	<p>At the end of Term 1-December 2017.</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>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 and JRI will also share responsibility for overseeing the programme and ensuring it is well organised and implemented. JRI 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><i>3. Explicit SPaG and <b>Quiet reading</b> 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 inclusion in the National Curriculum</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 LITERACY LEAD. Conducted by KS3 teachers</p>	<p>Monitored by class teacher.</p>

		<p>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 for students with scores marginally below 'secondary ready'</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 7E, 7N and 7M (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 marginally below 100 are to be given small group intervention during lunchtimes. Skills addressed that were</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. 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 tasks with strategies to help student improve in that area.</p> <p>Homework will be given following each session to encourage parental</p>	<p>Lead by GMC and JMO. Co-ordinated by Literacy Co-ordinator</p>	<p>Progress reviewed each term with official Base-Line test Spring 2019.</p>



		deemed to be lacking from SATs question level analysis	support and for student to continue with skill practice.		
<i>5.Literacy across the curriculum lessons timetabled for students with scores considerably below 'secondary ready'</i>	<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 7E, 7N and 7M (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 considerably below 100 are to be given timetabled small group intervention lessons. Skills addressed include: Reading for meaning, inference and summarising.</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. Students have Literacy profiles with identification of specific reading skills to be targeted, informed from KS2 data. Feedback given by intervention teacher following completion of 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.	Lead by GMC and JMO. Co-ordinated by NSR Co-ordinator for Literacy	Progress reviewed each term with official Base-Line test Spring 2019. Weekly, termly	
<i>6.One to one literacy support to support student's literacy skills by specialist literacy staff</i>	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	All English staff	Half termly	

	<p><i>7. Alternative class readers suitable for NSR students to be able to complete end- of- scheme assessment.</i></p>	<p>Alternative class readers suitable for NSR students to be able to complete end- of- scheme assessment.</p>	<p>Classroom formative assessment</p>	<p>Lead class teachers and coordinated by NSR Co-ordinator for Literacy</p>	
	<p><i>8. KS2 SATs papers purchased to reassess students at the midpoint review.</i></p>	<p>Students will take the KS2 SATs paper in order to assess the skills developed during intervention.</p>	<p>Classroom formative assessment</p>		<p>End of term 2</p>

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?
<b>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</b>	<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/NSR Numeracy Lead	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 (NSR Numeracy Lead to monitor)	Monthly
	<i>Extra support in lessons by TA</i>	TA’s in lessons with NSR and low ability pupils to help support.	Learning walks/Lesson observations	NSR Numeracy Lead	Ongoing throughout the academic year

	<p><i>NSR Numeracy catch-up programme for students with scores marginally below 'secondary ready'</i></p>	<p>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. The students are a mix from 7E, 7N and 7M (Maths sets). Students entering Year 7 with a scaled score marginally below 100 are to be given small group intervention during lunchtimes. Skills addressed that were deemed to be lacking from SATs QLA</p>	<p>Intervention trackers/assessment scores/progress assessment data Learning walks/Lesson observations Training given to staff delivering intervention/monthly meetings with those staff</p>	<p>NSR staff x2 NSR Numeracy Lead</p>	<p>Progress reviewed each term with official Base-Line test Spring 2019. Weekly, termly</p>
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	<p><i>Numeracy across the curriculum lessons timetabled for students with scores considerably below 'secondary ready'</i></p>	<p>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 during form twice a fortnight. The students are a mix from 7E, 7N and 7M (Maths sets). Students entering Year 7 with a scaled score considerably below 100 are to be given small group intervention during lunchtimes. Skills addressed that were deemed to be lacking from SATs QLA</p>	<p>Intervention trackers/assessment scores/progress assessment data Learning walks/Lesson observations Training given to staff delivering intervention/monthly meetings with those staff</p>	<p>NSR staff x2 NSR Numeracy Lead</p>	<p>Progress reviewed each term with official Base-Line test Spring 2019.</p>
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	<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 data  Training given to all KS3 staff on use of feedback lessons  Student/parent voice  Work scrutiny/learning walks</p>	<p>NSR staff x2  NSR Numeracy Lead</p>	<p>Following all assessments</p>
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<b>c)Increased attendance rates for NSR pupils, including attendance to lessons and intervention sessions</b>	<i>Daily/Weekly tracking of the attendance of NSR students by Form Tutor, aPDM, Attendance Team.</i>	Students highlighted in weekly meetings to track attendance to lessons and to school.	Support packages in place for key identified NSR students by aPDM Form Tutor meeting with key identified NSR students to check any issues	aPDM/Attendance Officer/KS3 subject leads for Numeracy and Literacy	Daily/weekly/half termly
	<i>Intervention registers taken and checked by key stage 3 leads in numeracy and literacy.</i>	NSR Students rewarded for excellent attendance termly and monitored for poor attendance	Meetings with parents where necessary to address poor attendance	NSR/Numeracy across the curriculum staff	Daily
	Rewards system implemented for NSR students with previous or typical poor attendance	Use of rewards competition for students for every day they attend. Prize draw weekly in Year 7 assembly	Assemblies Student voice (to be conducted at the end of the academic year)	PDM/aPDM	Weekly

<b>A) Increase confidence in the parents of NSR pupils to support literacy and numeracy development at home</b>	<i>Life @ deyes evening. Information evening to inform parents on how to support in English and maths</i>	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	Online resources and engagement tracked by NUMERACY LEAD for Maths Parental voice collected to determine how many parents/carers found the evening useful.	Literacy co-ordinator, NSR Numeracy Lead, NSR Literacy Lead to deliver.	After the event
	<i>Literacy mats to support students literacy skills.</i>	All parents provided with a literacy mat to help students develop and use their literacy skills at home	Support provided from English departments within lessons to encourage use at home via homework. Maths – Hegarty maths targeted questions.	PGR (SEN Literacy specialist)	After the event
	<i>analysis of the results of NSR students in English and Maths</i>	Parents received a breakdown by question analysis which informs parents where students did not achieve well and gives guidance/direction for home support	Parent voice collected to determine how many parents/carers found the resource useful.	KS3 administrative support staff for analysis of data	After the event