

Year 7 Catch Up strategy statement – Deyes High School 2019-20

1. Summary information					
School	Deyes High School				
Academic Year	2019/20	Total Y7 Catch Up budget	£10,726 (£11.046 March 2018)	Date of most recent Y7 Catch Up Review	Sept 2019
Total number of pupils	1398	Number of pupils eligible for Y7 Catch Up Funding	See below	Date for next internal review of this strategy	July 2020
2. Current attainment					
% (and number) of pupils NSR on arrival in September 2019			Reading	Maths	Reading & Maths
			11.8% (28)	11.4% (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 making and justifying inferences, making comparisons and explaining choice of words. These skills will be worked on through reading and literacy intervention and additional English lessons with the NSR cohort (within sets 7M and 7N).				
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 and additional Maths lessons with the NSR cohort (within sets 7M and 7N).				

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.	Transition information depicts the personal development skills of students require development in order for them to become more organised, independent, confident and resilient learners who can enhance their own progress		
3. Desired outcomes	Success criteria	Evidence of Impact (when review is conducted)	
A.	<p>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>	<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 English throughout Year 7 • Improved reading ages for NSR pupils 	
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"> • 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 Maths throughout Year 7 	
C.	<p>Increased attendance rates for NSR pupils, including attendance to lessons and intervention sessions</p>	<ul style="list-style-type: none"> • School attendance is above the school target of 96% • Lesson attendance (especially to Maths and English) is good • Punctuality is good 	
D.	<p>Increase the personal development skills of NSR pupils through additional support, outside of the subject curriculum</p>	<ul style="list-style-type: none"> • Completion of PASS test • Engagement in mentoring scheme • High participation in extracurricular opportunities from NSR pupils • Rewards achieved by NSR pupils • Positive student voice 	

**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?
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 English specialists/class teachers</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 JGE have liaised with NWE to identify and purchase books which are best suited to develop reading levels. Following the 12-week programme,</p>	<p>Regular monitoring of the student's results will allow teachers to further tailor their intervention for these pupils over time.</p> <p>Support has been requested from MPY to help oversee this</p>	<p>JGE (PDM Year 12) TOW (PDM Year 7) NWE (SENCO)</p>	<p>At the end of Term</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>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>programme and ensuring it is well organised and implemented. MPY has sent letters to the parents of students involved to obtain consent. Deputy SENCO/HLTA for Literacy PGR will complete official testing of students to check progress.</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 inclusion in the National Curriculum from 2014, and the fact that it is a focus for Ofsted inspections.</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 NSR learning walk focus by JRI. 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 Co ordniator MPY Conducted by class teachers</p>	<p>Monitored by class teacher.</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. 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 below 'secondary ready', inclusive of one additional English lesson per fortnight</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). 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 deemed to be lacking from SATs question level analysis</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. 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.</p>	<p>Lead by class teacher and coordinated by KS3 Coordinator, JDA</p>	<p>Progress reviewed each term with official Base-Line test Spring 2019.</p>

<i>5. Mid-year SATs paper re test, to show progress and assess whether the student is 'secondary ready'</i>	Various in-school measures will show development and progress within English and based on reading age but resitting the actual SATs paper and improving the scaled score shows conversion to 'secondary ready' level if pupils achieve a scaled score of 100 or more. For those pupils considerably below 100 for their initial KS2 SATs performance, the resit will show a closing of the gap between initial and resit performance	Marking of SATs resit paper using official SATs mark scheme	Issued and marked by class teachers KS3 Coordinator will organise moderation and collation/analysis of scores and contact home with results	Once per year during half term 3
<i>6. 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.	Classroom formative assessment	Lead class teachers and coordinated by NSR Co-ordinator for Literacy	Weekly sessions Progress data provided each half term

<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>Half termly English knowledge tests SATs resits Baseline resit</p>	<p>PGR will source and distribute</p>	<p>Half termly</p>
<p><i>8. Age appropriate reading sent to parents to encourage wider reading at home</i></p>	<p>Students will receive age appropriate resources sent home weekly via parents along with guidance in terms of hours to be completed, reading age of text and reading log which will be filled in by parents and counter signed each week by Form Tutors. This will encourage wider reading which is a substantial feature of the updated 2019 Ofsted framework</p>	<p>Completion of reading logs Parent voice questionnaire to review completion and success of the initiative Student voice for feedback to inform developments</p>	<p>MPY will organise and distribute resources Form Tutors will monitor completion of reading logs</p>	<p>Weekly</p>

	<p><i>9. Class gap plan will collate response to progress data and identify key groups and individuals with the cohort for tailored support</i></p>	<p>This approach to tracking pupil progress has been implored for Year 11 students across all subjects and has been pivotal in enhancing the standard of teaching and support plus improving the progress of students</p>	<p>Quality assured by KS3 middle leader for Maths and English, alongside Assistant Head teacher Work scrutiny and lesson walk will assess evidence of accuracy</p>	<p>Class teachers will compile and KS3 Coordinators will collate and share with Assistant Head JRI who will distribute information to senior leadership team and Governors to show progress and impact</p>	<p>3 times per year (once per term) following progress data drop</p>
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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?
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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	<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	PSM/KS3 Coordinator 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 (KS3 Coordinator DBR to monitor)	Monthly
	<i>Extra support in lessons by Teaching Assistants</i>	TA’s in lessons with NSR and low ability pupils to help support.	Half termly learning walks and termly work scrutiny by KS3 Coordinator DBR	KS3 Coordinator DBR	Ongoing throughout the academic year
	<i>Form time intervention sessions led by subject specialist Teaching Assistants</i>	Personalised weekly small group sessions where students are given additional support to develop numeracy skills deemed to be lacking understanding by NSR students in Maths lessons	Half termly learning walks and termly work scrutiny by Assistant Head teacher JRI	Assistant Head teacher JRI	Ongoing throughout the academic year

	<p><i>NSR Numeracy catch-up programme for students with scores 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 Teaching Assistants KS3 Coordinator DBR</p>	<p>Progress reviewed each term with official Base-Line test Spring 2019. Weekly, termly</p>
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	<p><i>Mid-year SATs paper re test, to show progress and assess whether the student is 'secondary ready'</i></p>	<p>Various in-school measures will show development and progress within English and based on reading age but resitting the actual SATs paper and improving the scaled score shows conversion to 'secondary ready' level if pupils achieve a scaled score of 100 or more. For those pupils considerably below 100 for their initial KS2 SATs performance, the resit will show a closing of the gap between initial and resit performance</p>	<p>Marking of SATs resit paper using official SATs mark scheme</p>	<p>Issued and marked by class teachers KS3 Coordinator will organise moderation and collation/analysis of scores and contact home with results</p>	<p>Once per year during half term 3</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 Teaching Assistants KS3 Coordinator DBR</p>	<p>Following all assessments</p>
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<p>c)Increased attendance rates for NSR pupils, including attendance to lessons and intervention sessions</p>	<p><i>Daily/Weekly tracking of the attendance of NSR students by Form Tutor, Pastoral Support Officer, Attendance Team.</i></p> <p><i>Tracking of overall attendance by Assistant Head teacher following each data drop to inform one page profiles</i></p> <p><i>Intervention registers taken and checked by KS3 lead for numeracy</i></p> <p>Rewards system implemented</p>	<p>Students highlighted in weekly Year 7 team meeting to track attendance to lessons and to school.</p> <p>Attendance captured and shared with parents via 3x progress reports</p> <p>NSR Students rewarded for excellent attendance termly and monitored for poor attendance</p> <p>Use of rewards competition with half termly prize draw</p>	<p>Support packages in place for key identified NSR students by aPDM</p> <p>Form Tutor meeting with key identified NSR students to check any issues</p> <p>Meetings with parents where necessary to address poor attendance via PDM</p> <p>Assemblies</p> <p>Student voice (to be conducted at the end of the academic year)</p>	<p>Pastoral Support Officer for KS3/Attendance Officer/KS3 subject leads for Numeracy DBR and Literacy JDA</p> <p>NSR lessons/ intervention sessions</p> <p>PDM/PSO</p>	<p>Daily/weekly/half termly</p> <p>Daily</p> <p>Weekly</p>
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<p>D) Increase the personal development skills of NSR pupils through additional support, outside of the subject curriculum</p>	<p><i>Life @ Deyes evening. Information evening to inform parents on how to support development of personal development skills at home</i></p> <p><i>Completion of PASS test to provide personalised break down per student of skills lacking and how to develop them, including suggested parental support strategies</i></p> <p>Mentoring scheme led by Student Council to encourage high participation in extracurricular opportunities from NSR pupils and build confidence</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>External assessment that is widely recognised as providing in-depth and valuable information which will supplement transition information provided by primary schools and enable teachers to provide appropriate pastoral support</p> <p>Updated Ofsted framework 2019 recognises the importance and value of 'Character Education' which encompasses development of key skills to create well rounded individuals. Mentoring is widely recognised as a positive tool to develop confidence and encourage engagement and participation in wider opportunities Rewards linked to whole school rewards systems are issued and communication made with home as a result</p>	<p>Online resources and engagement tracked by KS3 Coordinator for Maths DBR Parental voice collected to determine how many parents/carers attended and how many found the evening useful.</p> <p>PASS test results will be analysed by JRI and shared with all staff via one page profiles which will aid lesson differentiation and targeted support, plus information will be shared with parents to inform support from home</p> <p>Coordinated by JRI who will conduct half termly student voice from NSR students to assess impact. Monitoring by JRI fortnightly</p>	<p>Literacy co-ordinator MPY, KS3 Coordinator Maths DBR, KS3 Coordinator English JDA to deliver, Assistant Head, JRI SENCO NWE, and PDM, TOW to organise</p> <p>KHI Exams Officer to organise. Assistant Head teacher JRI to collate and distribute information to staff and parents</p> <p>Assistant Head teacher JRI</p>	<p>After the event (half term 1)</p> <p>Term 1</p> <p>Ongoing throughout the year</p>
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	<p>Rewards scheme led by PDM TOW and Assistant head teacher JRI to recognise and praise engagement & progress</p> <p>Creation of 1-page profiles for each NSR student</p>	<p>Whole school rewards system and feedback from student voice has inform the strategy with positive reinforcement being utilised</p> <p>Profiles will be initially created using transition data for primary schools and shared with all class teachers to aid planning and differentiation. Profiles will be updated each half term using progress, behaviour, reward and attendance data in addition to student voice and staff feedback. Additional information will inform planning and differentiation from subject staff</p>	<p>TOW will ensure consistency JRI will conduct student and parental voice to assess impact and analyse rewards issued each term</p> <p>Profiles will be shared and explained through staff CPD and voluntary drop in sessions with JRI</p>	<p>PDM, TOW Assistant Head teacher JRI</p> <p>Assistant Head teacher JRI</p>	<p>Half termly</p> <p>September and then each term, following progress data drop</p>
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