



**Year 7 Catch Up Impact Report 2018 - 2019**

**Impact Data and Commentary: Catch-Up Funding Cohort 2018/19**

**Maths Cohort - students who achieved a mean scaled score in SATs of 89 or below**

Student Name	KS2 Maths	KS2 Average	YR 7 AP3 Target: Mathematics	YR 7 AP3 Predicted: Mathematics	Maths Pred v Target
	86	85.5	0.3	0.2	-0.1
	0	0.0	0.3	0.1	-0.2
	0	0.0	0.6	0.6	0
	83	82.5	0.3	0.3	0
	0	0.0	0.3	0.1	-0.2
	0	0.0	0.3	0.4	0.1
	83	86.5	0.6	0.7	0.1
	86	83.0	0.3	0.3	0
	80	81.5	0.3	0.3	0
	80	84.0	0.3	0.1	-0.2
	0	0.0	0.3	0.3	0
	89	88.5	0.3	0.5	0.2
	0	0.0		0.1	0.1

All students accessed the mastery programme led by one of the Lead Practitioners, with materials differentiated to meet their needs and ensure they gain ground swiftly from their low starting points. Of the 12 maths catch-up students, 9 students were on track to meeting their aspirational targets by the end of the year with 4 students slightly below.

**Recommendations for 2019/20:**

- Use the KS2 SATS question level analysis to direct a more personalised approach to intervention driven by individual strengths and weaknesses.
- Key students continue on the mastery programme, accessing differentiated materials that secure basic mathematical concepts and principles
- Maths Lead Practitioners to continue to develop the mastery principles throughout KS3 to ensure building blocks are in place to ensure acceleration of progress
- Students monitored via the Sol tracker and incentivised attendance strategy
- Personalised input and support to be offered students via the SENCO and LD team

### Reading Cohort - students who achieved a mean scaled score in SATs of 89 or below

Student Name	KS2 Reading	KS2 Average	YR 7 AP3 Target: English	YR 7 AP3 Predicted: English	English Pred v Target
	85	85.5	0.3	1.2	0.9
	0	0.0	0.3	1	0.7
	0	0.0	0.6	1	0.4
	82	82.5	0.3	1	0.7
	0	0.0	0.6	1	0.4
	0	0.0	0.6	1	0.4
	89	89.5	0.3	1	0.7
	80	83.0	0.3	0.5	0.2
	83	81.5	0.3	1	0.7
	84	91.5	0.3	1.5	1.2
	84	87.0	0.3	1	0.7
	88	84.0	0.3	1.4	1.1
	0	0.0	0.3	1	0.7
	88	88.5	0.3	1.6	1.3
	0	0.0		1	1

All students accessed the reciprocal reading programme along with the Accelerated Reader programme timetabled on a weekly basis, involving targeted reading and quizzing. Lead Practitioners in English have developed differentiated materials to meet their needs, and over the course of 2019/20 will explore English Mastery. Of the 15 English catch-up students, all students were on track to exceed their aspirational target by the end of the year.

#### **Recommendations for 2019/20**

- Use KS2 Sats question level analysis to help inform individual interventions based on a pupil's previous strengths and weaknesses.
- Key students continue to access the Accelerated Reader programme on a weekly basis, as well as differentiated materials to secure their progress
- In-department monitoring and interventions
- Students monitored via the Sol tracker and incentivised attendance strategy
- Personalised input and support to be offered students via the SENCO and LD team
- Students to be involved in trips and extra-curricular experiences to broaden their understanding of the wider world.

#### **EAL Catch-Up Students: Impact Data**

All EAL students accessed the reciprocal reading strategy as part of their English lessons, along with weekly Accelerated Reader lessons tailored to their Zone of Proximal Development and baseline reading literacy. Students received intensive EAL support, input and intervention from a specialist EAL teacher through withdrawal and in-lesson support. Interventions followed rigorous testing to identify key literacy skills which were then monitored and measured with further interventions.

Student Name	EAL Step Level	Initial EAL Assessment	AP3	Improvement
	Y	-1.6	-1	0.6
	Y	-0.6	0.5	1.1
	Y	0.6	1.6	1
	Y	0	0.9	0.9
	Y	0.3	0.6	0.3
	Y	-0.9	0.3	1.2
	Y	0.3	1	0.7
	Y	0.3	1.2	0.9
	Y	0	0.3	0.3
	Y	0.6	1.2	0.6
	Y	0.9	1.6	0.7
	Y	-1	0	1
	Y	0.6	1.2	0.6
	Y	0	0.3	0.3
	Y	0.6	1.3	0.7