

**Ark Evelyn Grace Academy**

**Year 7 Catch Up Strategy 2018.19**



The literacy and numeracy catch-up premium provides schools with funding for Year 7 Students who did not achieve at least 100 or above in reading and / or Maths at the end of Key Stage two

**Objectives:**

- To narrow the gap by providing intensive literacy and numeracy support and raise the attainment of those students entitled to Catch up Premium
- To raise self-esteem and aspirations of students entitled to Catch up Premium
- To improve quality first teaching in English and Mathematics
- To identify concerns and target intervention and support to accelerate progress
- To intervene quickly if any chosen strategy or intervention fails to show impact
- To ensure that parents are informed and involved where appropriate
- To close the attainment gap between low level learners and other learners

The amount of Y7 Catch up Funding Received for Academic Year 2017-18 was **£13,797** which was the same as in 2016-17 and catch up funding will be allocated in March 2019 confirmed from October 18 census data.

Year 7 2018-19	Under 100 in English					Under 100 in Maths					Under 100 in English & Maths				
	All	PP	Non-PP	Girls	Boys	All	PP	Non-PP	Girls	Boys	All	PP	Non-PP	Girls	Boys
<b>Number of students</b>	41	20	21	15	26	34	19	15	13	21	24	12	12	10	14
<b>% of year group</b>	37.6%	18.3%	19.3%	13.8%	23.9%	31.2%	17.4%	13.8%	11.9%	19.3%	22.0%	11.0%	11.0%	9.2%	12.8%

**Use of Year 7 Catch Up Premium at Ark Evelyn Grace Academy**

Academic Year	Fund	Number of Students	Percentage of eligible students
<b>2018.19</b>	<b>£13,797 (estimated)</b>	<b>51</b>	<b>42%</b>

## 2018.19 Strategy

Literacy and Numeracy Catch-Up Strategies	Is this a new or continued activity	Brief summary of the intervention or action	Specific intended outcomes. How will this intervention improve achievement for pupils eligible for the Year 7 Catch-Up Premium? What will it achieve if successful?	How will this activity be monitored and by whom?	How will success be evidenced?	Actual impact: What did the action or activity actually achieve?
<b>SRA Reading Intervention</b>	Continued	Year 7 students with a low writing attainment attend SRA reading classes to improve their understanding of language patterns and sentence constructions	Students are anticipated to double their expected reading age progress over the intervention period.	Monitored by Mr Champion and Ms Nevitt	English progress. SRA assessment	
<b>Lexia</b>	Continued	Year 7 students with low literacy attainment attend Lexia sessions on a regular basis. This is phonics based and individualised to their literacy needs. It aims to be individualised and personalised. In a similar way to Expressive Writing, it is an explicit practice strategy that evidences progression through repetition, accuracy and precision.	Students are anticipated to double their expected reading age progress over the intervention period. Students will make at least expected progress in English assessments.	Monitored by Mr Champion and Literacy Co-ordinator	English progress data Lexia output data	

<p><b>Literacy ‘Upskilling’ Intervention</b></p>	<p>Continued</p>	<p>Small group intervention for year 7 and 8 focusing on gap filling literacy skills. Planned in line with English curriculum</p>	<p>Students are anticipated to double their expected reading age progress over the intervention period. Students who do not make anticipated progress will received a 1:1 10 week intervention focusing on gaps in literacy learning</p>	<p>Monitored by Mr Champion and Ms Nevitt</p>	<p>English progress  Reading Ages  Assessed by NGRT tests and retested at the end of the year.</p>	
<p><b>Speech and Language Therapy Group (Words First)</b></p>	<p>Continued</p>	<p>Small group speech and language intervention led by a SALT therapist – focussing on developing core SALT skills.</p>	<p>Students are anticipated to complete the SALT assessment battery. Demonstrating progress through an increase in standardised scores</p>	<p>Miss Newby and Ms Nevitt</p>	<p>SALT assessment battery</p>	
<p><b>Numeracy resources/ intervention programmes</b></p>	<p>Continued</p>	<p>Year 7 groups who require support in numeracy are taught in small classes with a high level of support. Students receive intervention through targeted afterschool intervention taught by their class teachers</p>	<p>Improvement in numeracy outputs through intensive tuition. Increased confidence in the subject and greater self-esteem.</p>	<p>Monitored by KCH</p>	<p>Maths progress</p>	
<p><b>Numeracy ‘Upskilling’ Intervention</b></p>	<p>Continued</p>	<p>Small group intervention for year 7 and 8 focusing on gap filling numeracy skills. Planned in line with Maths curriculum</p>	<p>Students are anticipated to double their expected maths age progress over the intervention period using the GL SENT assessment.</p>	<p>Monitored by Ms Nevitt and Mr Vastazos</p>	<p>GL SENT assessment</p>	

<p><b>Maths Mastery</b></p>	<p>Continued</p>	<p>Maths Mastery slides and resources purchased from Maths Mastery.</p> <p>The students write down the key words of the lesson. There are pre and post assessments on every topic include worded questions in order for the students to practise and prepare for such exercises and ultimately master key skills and move on only when done.</p>	<p>KS3 students will be able to access worded exam questions through understanding of key terminology but also they have mastered key skills that will be assessed at summative assessment points.</p>	<p>Lazaros Vastavos &amp; all Maths teachers</p>	<p>Making expected progress in termly maths assessments</p>	
<p><b>English Mastery (Literary Heritage)</b></p>	<p>Continued</p>	<p>Programme is built on four pedagogical pillars that drive student progress. Each pillar is rooted in the latest cognitive and educational research. Students have 3 lessons per week dedicated to studying a classic text, building knowledge of key contextual backgrounds/ themes and developing confidence in accessing challenging literature ahead of the increased demands at KS4.</p>	<p>Acquisition of knowledge is assessed through fortnightly quizzes and formative/ summative writing tasks.</p> <p>Impact is increased precision, accuracy and connection. Students making at least expected progress in English.</p>	<p>Shaun Champion and all KS3 English staff</p>	<p>Half-termly formative assessments and termly summative assessments. Aggregate at the end of the year to also include 70 question MCQ test.</p>	
<p><b>Reading for pleasure</b></p>		<p>1 lesson a week reading a text shared across the class. Includes some explicit grammar instruction but the emphasis is that this is an</p>	<p>Impact on reading age and love for reading</p>	<p>Shaun Champion and all KS3 English staff</p>	<p>Reading age data and student surveys about reading</p>	

		enjoyable activity to encourage a love of reading.				
<b>Expressive writing</b>	Continued	2 lessons per week focussing on explicit grammar instruction and practice. Based around principle of repetition to ensure mastery – key skills are reviewed through short grammar tasks and accuracy is tracked using regular quizzes to inform areas of re-teach.	Impact is more accurate use of grammar and literacy so that students in Year 7 are making at least expected progress.  There is also assessment in the summative Mastery assessments through the Writing which is worth 50% of the allocated marks.	Shaun Champion and all KS3 English staff responsible.	English progress data	
<b>DEAR Time</b>	Continued	Once a week every tutor group reads with their Tutor following training on how to develop reading for all tutors	Students increase the number of books they are reading for pleasure. Student progress with reading age is at least expected progress.	Literacy coordinator	Student surveys on books being read	