

Y7 CATCH UP STRATEGY

Full Governing Body Meeting

30th January 2017



OAKS PARK HIGH SCHOOL

Learning Together, Achieving Together

OPHS Year 7 Catch Up Strategy & Review of 2015/2016

Oaks Park High School is a fully inclusive school and is committed to ensuring that every student is given the opportunity to reach their full potential. As a publicly funded school we receive funding called the Literacy and Numeracy Catch Up Premium. This initiative gives schools additional funding to support Year 7 students who did not achieve the expected standard in Reading or Maths at the end of Key Stage 2. In 2015/16 Oaks Park High School received an additional £20,000 in Year 7 Catch Up Premium funding.

Strategy 2015-16

On entry to Year 7 last year there were 44 students who had scored under level 4 in either Reading or Maths at KS2. Of these students, 17 had not achieved the expected level in English with 27 in Maths. There were 9 students who did not achieve expected standard in both English and Maths on entry. During last year the catch-up premium money was used for a number of strategies including:

Inclusion

The Curriculum Access Department oversaw tutor time interventions for Year 7 students in need of literacy and numeracy support. They specifically looked at the planning and delivery of small group literacy sessions for those students at level 3 and below. Students were identified for tutor time support through analysis of KS2 baseline data and information from primary transfer visits. This data was then refined further by being set against LASS screening tests and in-class assessments by the English and Maths departments. Having identified specific gaps in learning students were either selected for paired reading, small group reading or numeracy support. Students at level 3 and below had bespoke programmes of study designed for them based on detailed information gathered from primary SENCOs. For tutor time interventions we used Accelerated Reader, Toe by Toe, Lexia and Stride Ahead to support literacy development and Power of 2 and Plus1 for numeracy development. Progress was reviewed at each data point and decisions made about whether an intervention ceased, was changed or continued. Students at level 3 and below had additional and different provision via literacy support lessons. Planning and assessment for these sessions was delivered through use of an Assess-Plan-Do-Review model. Information about intervention was placed on these students' One Page Profiles so information was shared with teaching staff.

English

The English department used peripatetic staff employed by the school with initial assessment carried out by supporting in class. Once key weaknesses were identified, it was decided that the students would be placed in 2 categories - those who were 3As and worked with the peripatetic staff member through one-2-one withdrawal sessions on a 6 week rotation and those who were assessed as having a higher level of need, where Mrs Trapp (Curriculum Access) held specific withdrawal groups. Working with Curriculum Access, the English department used a strategy of reciprocal reading. This meant all Year 7 classes would read at the start of the lesson for 10/15 minutes so that the teacher or the TA could carry out reciprocal reading with those targeted students using the fab four method (Questioning, Clarifying, Summarizing, and Predicting) to aid their reading comprehension skills.

Differentiated homework booklets and Sound Training was also used - students were withdrawn from MFL and some Geography lessons for this. The students were also given priority to sit their quizzes for Accelerated Reader during fortnightly library lessons. A Whole Class Targets policy was implemented - this worked on rotation and English staff were required to scrutinise the work of the targeted students to provide them with targets tailored to their needs.



The Impact of the Catch Up Premium 2015 -16 (Department Evaluation)

Inclusion

Transition was better, as information regarding students with SEN and low literacy/numeracy levels was shared earlier via One Page Profiles (OPP). At the end of the first term some students were able to move on from small group literacy sessions. Where we had information from primary schools about students following particular intervention programmes, we were able to continue these. Progress was reviewed at each data collection point but views were also gathered from those staff teaching students. Parents were made aware of interventions for SEN students via OPP review meetings. They were encouraged to extend intervention through work with their son/daughter at home. At the end of the year we were able to identify those students in need of continued support going into Year 8 and helped draw up the lists of students for the three tranches of English intervention starting in September 2016. The students were grouped for this intervention based on their specific gaps in learning, thus making this intervention more focused.

English

The withdrawal sessions allowed the students to work at a pace that was more manageable for them. It also boosted their confidence to contribute in their regular English lessons as they had over-learned the material. This was best done with one-to-one experts at the helm. The drop and read at the start of every lesson encouraged these students to read more and in turn increase their word count for their Accelerated Reader scores. The reciprocal reading strategy would have helped scaffold talk, discussion and retention of information. Sound Training helped to boost their vocabulary development and literacy skills. (Anecdotally) students' quiz scores were getting better. The differentiated homework meant that students could focus on key skills specific to their ability group. Whole Class Targets (WCT) – encouraged students to use the WCT to take more ownership of their own learning as they were required to justify the target that best applied to them.

Of the cohort of 17 students, 82.4% made either above or expected progress in English assessments by Autumn 1 in Year 8. In looking specifically at these students, 70.6% had achieved above expected progress (12 students), with 11.8% achieving expected progress (2 students).

Area	Eng KS2	Eng SubLOP
No. KS2<4 English	17	
No. >4 sublevels progress (better than expected)		12
No. =4 sublevels progress (expected)		2
% >4 sublevels progress (better than expected)		70.6
% =4 sublevels progress (expected)		11.8
Totals % (better than or expected progress)		82.4

Include Accelerated Reader Data for impact

All of the 17 Year 7 students who were identified as below level 4 on entry last year were tested for their reading age within the first two weeks of term. Of these students, 59% made progress in their reading age over the year, with an average progress of 0.72 years. The most progress made was by a student who developed 2.09 years between testing in September 2015 and re-testing in June 2016. The remaining 41% of students scored negatively on re-testing, with an average of 0.45 years.

Maths

Students targeted made better progress on average than students who were not targeted. The average progress made by students who came in with a level below 4 was just a little more than 2 sub levels. The students who were not targeted averaged just below 2 sub levels. 5/54 students made more than 4 sub levels of progress. Students who achieved a level 2 in KS2 made the biggest progress - 3.5 sub levels. Teachers have noted that students have more confidence in their Mental Maths ability, which is helping students achieve better in Year 8.

Of the cohort of 27 students subject to the Catch Up Premium, 40.7% made either above or expected progress in Mathematics assessments by Autumn 1 in Year 8. In looking specifically at these students, 18.5% had achieved above expected progress (5 students) with 22.2% achieving expected progress (6 students).

Area	Mat KS2	Mat SubLOP
No. KS2<4 Maths	27	
No. >4 sublevels progress (better than expected)		5
No. =4 sublevels progress (expected)		6
% >4 sublevels progress (better than expected)		18.5
% =4 sublevels progress (expected)		22.2
Totals % (better than or expected progress)		40.7

English and Maths

Of the 9 students who had scored under level 4 on entry in both Reading **and** Mathematics, 55.5% had made better than expected progress by Autumn 1 assessment in Year 8 in Reading, with a further 22.2% making expected progress.

In the same timeframe, 33.3% of students made better than expected progress in Maths with 11.1% making expected progress.

Area	Mat & Eng KS2	Eng SubLOP	Mat SubLOP
No. KS2<4 English & Maths	9		
No. >4 sublevels progress (better than expected)		5	3
No. =4 sublevels progress (expected)		2	1
% >4 sublevels progress (better than expected)		55.5	33.3
% =4 sublevels progress (expected)		22.2	11.1
Totals % (better than or expected progress)		77.7	44.4

Spending of Catch Up Strategy

Intervention	Cost	Impact
Accelerated Reader	£4,970 per year	59% made progress in their reading age over the year with an average progress of 0.72 years. All students in year included
Curriculum Access Tutorial Support (see below): <ul style="list-style-type: none"> • Toe by Toe • Lexia • Stride Ahead • Power of 2 • Plus 1 • One page profiles 	£811 per year (for one Teaching Assistant) £13,787 a year total	82.4% of students made above expected or expected progress in literacy 40.7% of students made above expected or expected progress in numeracy
LASS testing	£769 per year	Contribute towards bespoke interventions and One Page Profiles (OPP) of SEND students All students in year included
Peripatetic staff (English) one-to-one withdrawal	£11,265 per year	82.4% of students made above expected or expected progress in literacy
Reciprocal Reading	No cost	82.4% of students made above expected or expected progress in literacy All students in year included
Drop Everything and Read (DEAR time in tutorial)	No cost	82.4% of students made above expected or expected progress in literacy All students in year included
Sound Training for Reading	£1,820 per year (20% of overall cost)	82.4% of students made above expected or expected progress in literacy
Maths Intervention Teacher	£8,658 per year	40.7% of students made above expected or expected progress in numeracy
Maths tactile resources	No cost	40.7% of students made above expected or expected progress in numeracy
Total	£41,269 (With £20,000 coming from Catch Up Premium Funding)	

The data above indicates that a number of the strategies used have been successful, particularly in Literacy, in allowing students in Year 7 to catch up with their peers last year.

Recommendations for 2016-17

There are implications moving forward around the numbers of students falling under the strategy because of the changes to KS2 tests. In KS2 tests, a scaled score of 100 or more is the equivalent of meeting the 'expected standard' in Reading and in Maths. These numbers have increased considerably with the current Year 7, with 110 students in Reading and 80 in Maths now not meeting the 'expected standard'. The DFE has decided that schools will receive the same funding as last year but this now needs to encompass these highly increased numbers.

- The appointment of a Catch Up Strategy Coordinator to ensure that key students are identified and their progress tracked throughout the year using available data. The Catch Up Strategy Coordinator will be able to analyse available data and decide the best way to use the funding for Year 7 catch-up and coordinate selected effective programmes. The Coordinator will also be able to record and evaluate the intervention programme and provide whole school CPD for staff and liaise with parents/carers.
- Introduce a more robust system of assessment on entry for all year 7 students to allow for targeted intervention.
- Implementation of the new Assessment, Reporting and Recording Policy throughout the school to identify underachievement and consider interventions to support progress.
- Implementation of new SIMS mark sheet for teachers to identify progress and interventions where appropriate.
- Regular reports to parents that highlight specifically whether their child is working above standard in Reading and Mathematics, or if they have not yet met this for clarity and transparency.
- The use of data information boards by Pastoral Leaders to increase awareness and tracking of Catch Up Premium students.
- Effective use of tutorial time in Year 7 for literacy and numeracy work.
- Examine the feasibility of expanding classroom withdrawal for Catch Up Premium students for additional support with Maths and English teachers.
- Work with partner Primary Schools in ensuring more students achieve 'expected standard' in Reading and Mathematics in Year 6 and/or have the ability to catch up quicker on entry to Year 7.

These additional strategies should complement the existing work in Year 7 that permeates through the school, which includes the use of the Accelerated Reader Programme, Differentiated homework booklets, Whole Class Targets (WCT), Fab Four, Creative Writing Club, DEAR time in tutor time every week, Sound Training for Reading, Data Rich Seating Plans with personalised feedback and One Page Profiles for students with SEND. Also used in Year 7 are the use of tactile resources in Maths, along with an additional class for students who are weak in their numeracy skills.

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