**Year 7 Catch-Up Strategy and Impact Report 2017 - 2018**

1. **Introduction**
   The Year 7 Catch-Up Premium is a grant provided by the DfE to support Year 7 students who did not achieve the expected standard in reading or mathematics at the end of Key Stage 2 (KS2).

   Since 2016 the expected standard at KS2 is a scaled score of 100 in mathematics and reading. All students below the expected scaled score of 100 are students who receive the catch-up funding.

2. **Context**
   For 2017-18, 74 students joined the school having not met the expected standard, with 38 identified as having not met the expected standard in mathematics and 40 in English reading and 21 in both subjects.

   The funding received for 2017-18 was £19,500.

3. **Strategy 2017-18**
   Our strategy for literacy and numeracy is to rigorously monitor and support a whole school approach in supporting students with lower than average literacy and numeracy skills as outlined in our literacy and numeracy policies. We are committed to continually disseminating termly updated reading scores and maths data to facilitate wave one interventions through teaching and learning across the curriculum at UHS. We aim to continually review and develop the wide range of opportunities to ensure all students are making progress and have personalised plans. The whole school approach is embedded through the feedback/feedforward marking policy along with literacy and numeracy classroom hotspots. Students and staff are encouraged to highlight the use of literacy and numeracy across the curriculum. We recognise that intervention simply in Year 7 for some students, may not be enough to support them in meeting the expected standard and have therefore continued the support some students into Years 8 and 9.

   Specific programmes supporting the strategy include:

   - Flexible Learning Centre (FLC): Nurture Group – The FLC provides intensive support for identified students in Year 7, for both literacy and numeracy. Students are removed from mainstream subjects and offered an alternative curriculum which provides them with a personalised learning program that supports literacy and numeracy as well as the students' social and emotional development.

   - Accelerated Reading Programme – This programme has a major impact on the reading levels of Year 7 students by improving their motivation to read and giving students more control over their own reading development. This in turn leads to higher level engagement with regular reading. This programme allowed English teachers and the Librarian to monitor and track each student's progression and thus set individualised reading targets and move students up (or down) the reading levels as appropriate. http://www.renlearn.co.uk/accelerated-reader/

   - Small group intervention – students identified with poor literacy and numeracy skills based on KS2 and in-house standardised testing data work in small groups within timetabled lessons, coming out of MFL and non-core subjects and work through a recognised reading programme which tracks and monitors progress throughout. This program is targeted at those that are unable to access a full curriculum initially but is

transient and reviewed regularly with clear exit routes and support strategies for reintegration post-intervention.  The school utilises PIXL Code and PIXL Numeracy to support these sessions, providing a comprehensive list of skills that students need to catch up on.  This enables the intervention to be targeted and rigorously monitored throughout with personalised feedback provided for students and parents.

- English Breakfast Club – Targeted students attend the literacy programme three mornings a week and work through a recognised reading programme which continually tracks progress throughout.  ([https://www.mheducation.co.uk/reading-boxes](https://www.mheducation.co.uk/reading-boxes)). Attendance is rigorously monitored and time is spent engaging the parents of the students involved, helping them to further support literacy development at home.

- AQA Step-Up – Students identified in Year 9 as having below expected literacy levels and progress across the curriculum are offered an alternative provision to develop reading and writing skills which complement the GCSE specification and requirements.  Students are removed from MFL to support with this as part of the curriculum pathway process.

- AQA Functional Skills – Students are offered this two-year course as an alternative curriculum.  Students are identified during the Year 9 options process with low literacy and/or SEN needs which cause barriers to their progress at KS4. Students are provided with the opportunity to achieve a Functional Skills Level 1 (Year 10) and Level 2 (Year 11) qualification enabling them to go on to level 2 vocational qualifications at college or Sixth Form.  Students are also expected to sit the mainstream English GCSE to ensure UHS offers an inclusive curriculum.

- Additional Mathematics Support – A full-time teaching associate is based in the mathematics department working with students as part of a larger intervention and support strategy. The mathematics department also uses a range of intervention strategies such as Timestable Rock Stars, Times It Out, Add It Out and Numeracy Ninjas ([http://www.numeracyninjas.org/](http://www.numeracyninjas.org/)) as a way to engage students in lessons and outside of lessons. Some students also attend a 'Maths in the Morning Club' before school.

- Parental Engagement – The school has information pages on the website that help parents to support their son/daughter with literacy and numeracy outside of school.  The FLC is open for students to receive further supervised assistance with homework whilst Hegarty Maths provides tutorials to assist students with key mathematical skills.  ([https://hegartymaths.com/](https://hegartymaths.com/)).


4.  **Impact: Achievement/Progress 2017-18**

| Autumn Term Data Drop (November 2017) | English (Reading) | Mathematics |
|---|---|---|
| Percentage of students achieving below 100 at KS2 | 31% | 18% |
| Percentage of catch up students on track to achieve Year 11 target | 69% | 55% |
| Percentage of catch up students on track to exceed Year 11 target | 21% | 95% |
| Percentage of catch up students not on track to achieve Year 11 Target | 31% | 5% |