

YEAR 7 CATCH-UP 2016-17

Since 2012-13 the Government has made a commitment to provide additional funding for each Year 7 pupil who did not achieve at least level 4 in the Key Stage 2 national curriculum tests in reading and/or Mathematics.

At Hagley Catholic High School, this additional funding equated to £7,500 in 2016-167

The purpose of the funding is to enable schools to deliver additional support, such as individual tuition or intensive support in small groups, for those pupils that most need it. The funding also allows us to purchase accessible and stimulating resources to facilitate a bespoke curriculum.

Literacy: Strategies and initiatives selected by the English Department in liaison with the Learning Support Department include:

- Supporting target group first to see if they understand the task set or need support to complete it.
- Target focus pupils for questioning; ask them to respond in full sentences. Use Bloom's Taxonomy to extend and stretch their answers.
- Ensure pupils know exactly what level they will be working at or are aiming for in the lesson.
- Continually check the progress of pupils throughout the lesson.
- Make sure they know their current grade/level, their target grade/level and what they need to do to improve
- Ensure pupils with attendance issues are provided with work to catch up with their peers.
- Provide differentiated resource material when appropriate.
- Providing feedback at the right time, with a specific purpose and desired outcome.
- Comparing what a learner is doing right now with what they have done wrong/misunderstood before (e.g. "I can see you were focused on improving X as it is much better than last time's Y").
- Providing specific guidance on how to improve and not just tell pupils where they have gone wrong.
- Modelling correct work/ processes where possible and appropriate.
- Avoiding comparison to other pupils.
- Encouraging peer and self-assessment.
- Providing opportunities for pupils to make improvements following feedback.
- Top of the Pile Marking'
- Small booster sessions with specialist English staff to support the skills learnt in class.

Impact:

62% of pupils (8/13) made more than expected progress

31% of pupils (4/13) made expected progress

7% of pupils (1/13) did not make expected progress by one sub level

Mathematics:

The Mathematics Department encourage students to use the 'MyMaths' software both in lessons, at after school Maths clubs or for homework. Students are taught in reduced sized classes and, as for literacy, receive either one to one or small targeted group intervention during lessons.

This funding has therefore contributed to the very encouraging progress of these students, as outlined below

Impact:

15% of pupils (2/13) made more than expected progress

77% of pupils (10/13) made expected progress

8% of pupils (1/13) did not make expected progress by one sub level

Further Action

- Further intervention will continue in 2017/18 with the 2 pupils who were working marginally below expectation.
- Data and strategy for the year 7 cohort of 2017/18 will be reported in the Summer 2018