

## **Year 7 Catch Up 2017-18**

Since 2012-13 the Government has made a commitment to provide additional funding for each Year 7 student who did not achieve expected progress 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 2016-17.

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

### **Literacy**

**Strategies and initiatives 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 students for questioning: ask them to respond in full sentences.
- Ensure students know exactly what level they will be working at or are aiming for in the lesson.
- Continually check the progress of students throughout the lesson.
- Make sure they know their current grade/level, their target grade/level and what they need to do to improve.
- Ensure students with attendance issues are provided with work to catch up with their peers.
- Provide differentiated resource material as and 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 and misunderstood before.
- Providing specific guidelines on how to improve and not just tell students where they have gone wrong.
- Modelling correct work/processes where possible and as appropriate
- Avoiding comparison to other students.
- Providing opportunities for students to make improvements following feedback.
- Top of the Pile Marking.

### **Impact**

27% of students (4/15) made more than expected progress.

60% of students (9/15) made expected progress.

13% of students (2/15) did not make expected progress by one sub level.

## **Mathematics**

The Mathematics Department encourage students to use the 'My Maths' software both in lessons and after school Maths club or for homework. Students are taught in reduced sized classes and, as for literacy, received one to one or small group intervention during lessons.

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

### **Impact**

33% of students (5/15) made more than expected progress.

47% of students (8/15) made expected progress.

20% of students (3/15) did not make expected progress in Maths.

**NB Only one student did not make expected progress in both English and Maths.  
All students either made more than or above expected progress in Science.**

### **Further Action**

- Further intervention will continue in 2018/19 with the 3 students who were working marginally below expectation.
- Data and strategy for the Year 7 cohort of 2018/19 will be reported in the summer of 2018.