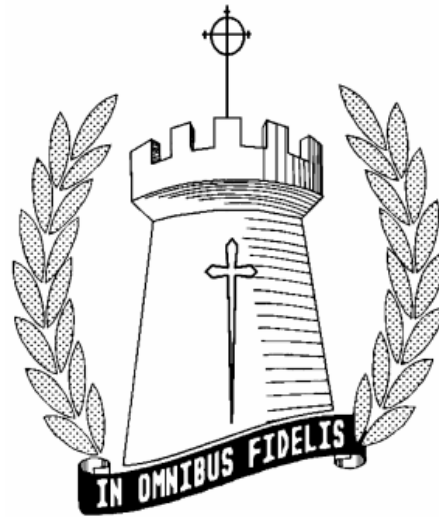


# St Damian's RC Science College



## **YEAR 7 CATCH UP PREMIUM**

### **FINAL REPORT**

**2016-2017**

(HT1 Review – 20.10.16)

(HT2 Review – 15.12.16)

(HT3 Review – 16.2.17)

(HT4 Review – 30.3.17)

(HT5 Review – 25.5.17)

**(HT6 Review – 13.7.17)**

## Year 7 Catch Up Premium Plan

2016-2017

### Overview

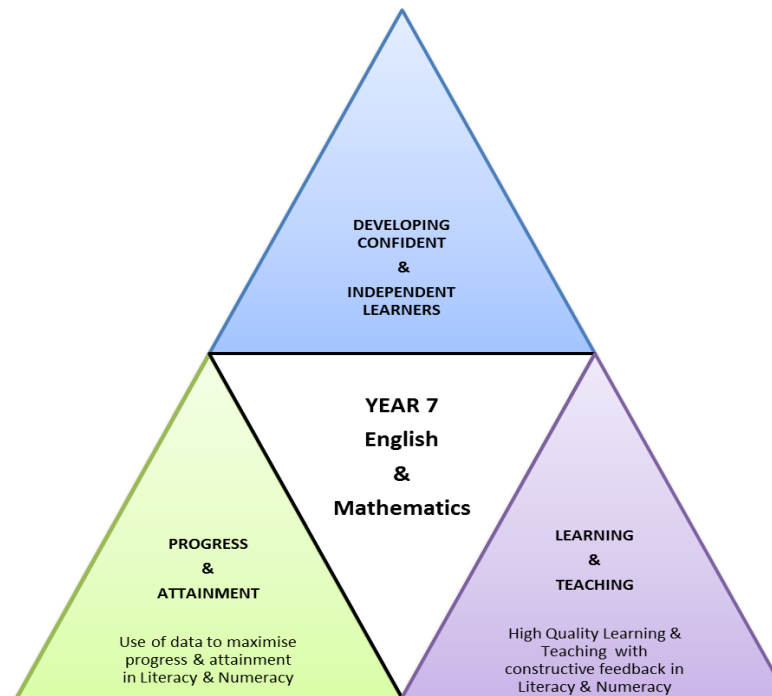
- ❖ Year 7 Catch up Premium will be used to support 16% of St. Damian's R.C. College Year 7 cohort – High Level Intervention (13 pupils in English with a scaled score of 92 and lower & 14 pupils in Mathematics with a scaled score of 93 and lower)
- ❖ The College delivers tailored support to meet the Literacy & Numeracy needs of ALL pupils who did not make Expected Progress at KS2. [A total of 52 in English & 42 in Maths]
- ❖ The College has been given an allocation of approximately **£9,344** for the academic year 2016/17.

### Impact Report

**The Year 7 Catch up Premium Report focuses on two strands with the aim of developing confident & independent Learners**

(1) Progress & Attainment (4 Key Aspects)

(2) High Quality Learning & Teaching with Constructive Feedback (4 Key Aspects)



## YEAR 7 CATCH UP PREMIUM

	Action	Lead	Strategies	Review & Impact								
1	<p style="text-align: center;"><b>PROGRESS &amp; ATTAINMENT</b></p> <p style="text-align: center;">USE OF DATA to maximise progress &amp; attainment</p>	MHW	<p>Rigorous Data Analysis of prior attainment &amp; clear identification of needs of pupils</p> <p>Rigorous Target setting for Year 7 Catch Up Premium pupils using 1-9</p> <p>Needs of Year 7 Catch up Premium Pupils being met to ensure smooth transition</p> <p>Effective monitoring, tracking &amp; intervention</p> <p>Pro-active HOY/FT engagement with academic progress of Year 7 Catch Up</p> <p>Half-termly progress meetings</p>	<p><b>HT1</b></p> <ul style="list-style-type: none"> <li>52 pupils – Literacy, 42 pupils – Numeracy</li> <li>Targets set for all pupils using 1-9 AWL</li> <li>Use of KS2 QLA to identify strengths &amp; weaknesses with English &amp; Maths Faculties including primary school and class by class analysis</li> <li>HT1 Review [20.10.16]</li> </ul> <p><b>HT2</b></p> <ul style="list-style-type: none"> <li>Update on numbers – 51 pupils – Literacy, 39 pupils – Numeracy.</li> <li>22 pupils Catch up Premium in both Literacy &amp; Numeracy</li> <li>HT2 Review [15.12.16] Focus on 22 pupils – Y7 Catch up in both Literacy &amp; Numeracy</li> </ul> <p><b>HT3</b></p> <ul style="list-style-type: none"> <li>HT3 Review [16.1.17]</li> <li>1 new pupil [in year admission] – 52 pupils – Literacy, 42 pupils – Numeracy [Inclusion of ML &amp; SM]</li> </ul> <p><b>HT4</b></p> <ul style="list-style-type: none"> <li>HT4 Review [30.3.17]</li> <li>7 EML moved to 7OPE – whilst EML takes Y11 Intervention</li> <li>2 new Catch up Premium pupils admitted to Y7 in the final week of term [MF, KV]. 1 pupil added to 7CWD and 1 pupil added to 7EML</li> </ul> <p><b>HT5</b></p> <ul style="list-style-type: none"> <li>HT5 Review [25.5.17]</li> <li>Focus: Summer term Progress Check outcomes</li> </ul> <p><b>HT6</b></p> <ul style="list-style-type: none"> <li>HT6 Review [13.7.17]</li> <li>Focus: - Specific pupils below target in HT5 &amp; any other changes in HT6</li> </ul>								
2	<p style="text-align: center;"><b>PROGRESS &amp; ATTAINMENT</b></p> <p style="text-align: center;">Targeted Intervention in LITERACY</p>	CWD	<p>NGRT baseline testing for Reading Ages</p> <p>Blackwell Baseline Spelling</p> <p>Setting of Year 7 Literacy Targets (Oct half-term)</p> <p>Fresh Start Phonics Programme</p> <p>English Faculty baseline assessment in Reading &amp; Writing</p> <p>Year 7 timetabled Literacy with focus on differentiated English Curriculum</p> <p>Literacy support in Form Time [CWD]</p> <p>Use of Accelerated Reader &amp; Star Reader test.</p>	<p><b>HT1</b></p> <ul style="list-style-type: none"> <li>NGRT Test identified 27 pupils – Well below average</li> <li>Spelling ages in all mark-sheets</li> <li>Literacy Targets set &amp; in mark-sheets for Y7 Catch up</li> <li>195 sounds taught in Fresh Start phonics. Pupils tested &amp; results in RAP</li> <li>Weaker cohort for Fresh Start phonics</li> <li>Baseline Assessment in Reading &amp; Writing shows a large number of pupils need close monitoring</li> <li>All pupils completed at least 1 AR quiz</li> <li>Literacy Form – pupils need lots of support with personal organisation. 8 pupils ‘on Report’ for non-completion of HWK</li> <li>Proposal to reduce number of HWKs set in other subjects &amp; focus on Maths &amp; English</li> </ul> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Oct 2016</td> <td>Phonics / 195</td> </tr> <tr> <td>&lt;160</td> <td>2</td> </tr> <tr> <td>161&gt;180</td> <td>4</td> </tr> <tr> <td>181&gt;195</td> <td>10</td> </tr> </table> <p><b>HT2</b></p> <ul style="list-style-type: none"> <li>English Cohort only: 31/51 making ‘Expected Progress [61%], 7/51 Exceeds [14%]</li> <li>Y7 Catch Up in both English &amp; Maths: 13/22 making ‘Expected Progress [59%], 3/22 Exceeds [14%]</li> </ul>	Oct 2016	Phonics / 195	<160	2	161>180	4	181>195	10
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<160	2											
161>180	4											
181>195	10											

Dec 2016	Phonics / 301
<200	1
201>250	7
250>290	6
290>301	2

#### HT2

- MPP taken place [Dec 2016]. Focus on Y1 / Y2 Teaching Groups
- Some changes made to curriculum mapping and assessment. Transactional Writing added to SOW
- HT3 will involve single poem analysis rather than a comparison of poems in order to embed key skills

#### HT3

- Spring Progress Checks
- English Cohort only: 36/52 making 'Expected Progress [69%], 13/52 Exceeds [25%], 2/52 Exceptional [4%]
- Increase of 5 pupils to expected progress, Increase of 6 pupils to Exceeds
- Y7 Catch Up in both English & Maths: 15/24 making 'Expected Progress [62.5%], 6/24 Exceeds [25%]

#### HT4

- Y7 Exam updates - Exam based on Writing skills
- Ongoing Literacy intervention in Form time
- Subject teacher focus on intervention in Y1 & Y2. 2 pupils moved from Y2>Y1
- Continuation of Fresh Start Phonics in Y3

#### HT5

- Update on Fresh Start Phonics 18 pupils [15 + 3 new pupils]

Dec 2016	Phonics / 301
<200	4 [2new pupils]
201>250	1 [1 new pupil]
250>290	12
290>301	1

- Most pupils now confident with 250-290 sounds

- Summer Progress Checks
- English Cohort only: 43/51 making 'Expected Progress [84%], 9/51 Exceeds [25%], 4/51 Exceptional [8%]
- Increase of 7 pupils to Expected progress
- Y7 Catch Up in both English & Maths: 19/22 making 'Expected Progress [86%], 4/22 Exceeds [18%]

#### HT6

##### Overall Impact

- Reading fluency
- Improved pupils' ability to decode words and read complex vocabulary
- Improved reading ages. 8 months+ over an 8-month period
- WP has improved her reading age by over 2 years since starting in September
- Pupils able to read books at an appropriate level of difficulty
- Progress Check outcomes

##### Top 5 pupils to celebrate

3

**PROGRESS  
&  
ATTAINMENT**

Targeted Intervention in  
NUMERACY

NTE

Year 7 timetabled Numeracy with LSA support – differentiated Maths curriculum with differentiated assessment.  
Numeracy intervention in Form time with Maths specialist (NTE) and Y11 Numeracy Mentors [Tues/Thurs]  
Focus on basic number work, tables, number bonds  
Use of SIMS for half termly tracking.  
Half-termly progress meetings

HT1

- NTE Numeracy – Baseline tables test, Numeracy Ninjas – White>Black

	Tables Test 1	Tables Test 2
<20	2	0
21-40	5	3
41-60	1	4
61-80	1	1
81>98	3	4

Numeracy Ninjas		Sept 16	Oct 16
0 - 3	white	1	0
4 - 6	yellow	0	0
7 - 9	orange	1	1
10 - 13	green	5	2
14 - 17	blue	2	1
18 - 21	purple	2	4
22 25	red	2	4
26 -28	brown	0	0
29 -30	black	0	0

- Use of KS2 QLA and Maths baseline test to analyse pupil skills
- Numeracy Form – pupils need lots of support with personal organisation
- Proposal also made to reduce number of HWKS set in other subjects & focus on Maths & English
- 7 pupils with significant drop in outcomes in Y7 Baseline Assessment

HT2

- Maths Cohort only: 23/39 making 'Expected Progress [59%], 4/39 Exceeds [10%]
- Y7 Catch Up in both English & Maths: 20/22 making 'Expected Progress [91%], 3/22 Exceeds [14%]

Numeracy Ninjas		Dec 16
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10 - 13	green	2
14 - 17	blue	0
18 - 21	purple	2
22 25	red	3
26 -28	brown	4
29 -30	black	0

HT3

- Maths Cohort only: 41/42 making 'Expected Progress [98%], 13/42 Exceeds [31%], 3/42 Exceptional 3/42 [7%]
- Y7 Catch Up in both English & Maths: 24/24 making 'Expected Progress [100%], 11/24 Exceeds [46%], 2/24 Exceptional [8%]
- Moved away from using Numeracy Ninjas.
- Focus on Basic number, percentages, fractions
- Split skills into EDSM – done own version – based on weaknesses in transition data
- Move to 'Reasoning' in HT4 – planned support from PLF in HT4

HT4

- NTE Numeracy Intervention – focus on arithmetic

				<table border="1" data-bbox="1339 39 1888 331"> <thead> <tr> <th colspan="2">Numeracy Ninjas</th> <th>Sept 16</th> <th>Oct 16</th> <th>Mar17</th> </tr> </thead> <tbody> <tr> <td>0 - 3</td> <td>white</td> <td>1</td> <td>0</td> <td></td> </tr> <tr> <td>4 - 6</td> <td>yellow</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>7 - 9</td> <td>orange</td> <td>1</td> <td>1</td> <td></td> </tr> <tr> <td>10 - 13</td> <td>green</td> <td>5</td> <td>2</td> <td>1</td> </tr> <tr> <td>14 - 17</td> <td>blue</td> <td>2</td> <td>1</td> <td>1</td> </tr> <tr> <td>18 - 21</td> <td>purple</td> <td>2</td> <td>4</td> <td>2</td> </tr> <tr> <td>22 - 25</td> <td>red</td> <td>2</td> <td>4</td> <td>3</td> </tr> <tr> <td>26 - 28</td> <td>brown</td> <td>0</td> <td>0</td> <td>4</td> </tr> <tr> <td>29 - 30</td> <td>black</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>SAT Arithmetic Re-test in March to measure progress. Percentage improvement calculated 5/42 - below 10/40, 15/42 achieved 10-20/40, 21/42 achieved 20-30/40, 1 pupil 31/40. Comparison with Baseline Test in September: 7/42 – below 10/40, 30/42 achieved 10-20/40, 4/42 achieved 20-30/40</li> <li>100% of pupils showed improvements</li> <li>4 pupils now achieving Brown Ninjas [26-28marks /30]</li> <li>Move 3 pupils to Y2 from Y3</li> <li>Intervention focus: multiplication / division / negative numbers</li> <li>3 pupils to move out of NTE Numeracy Intervention [NY / JS / LE] 1 pupil added</li> <li>Move 1 pupil [Y2&gt;Y3]</li> </ul> <p><b>HT5</b></p> <ul style="list-style-type: none"> <li>Summer Progress Checks</li> <li>Maths Cohort only: 34/40 making 'Expected Progress [85%], 8/40 Exceeds [20%], 2/40 Exceptional [5%]</li> <li>Y7 Catch Up in both English &amp; Maths: 20/22 making 'Expected' Progress [91%], 7/22 Exceeds [46%], 2/24 Exceptional [8%]</li> </ul> <p><b>HT6</b></p> <p><b>Overall Impact</b></p> <ul style="list-style-type: none"> <li>Improvement in times tables &amp; basic number skills e.g. multiples &amp; division in 10s</li> <li>Improved self-confidence due to the routine &amp; regularity of the additional support</li> <li>Improved outcomes in Progress Checks</li> </ul> <p><b>Top 5 pupils to celebrate</b></p>	Numeracy Ninjas		Sept 16	Oct 16	Mar17	0 - 3	white	1	0		4 - 6	yellow	0	0	1	7 - 9	orange	1	1		10 - 13	green	5	2	1	14 - 17	blue	2	1	1	18 - 21	purple	2	4	2	22 - 25	red	2	4	3	26 - 28	brown	0	0	4	29 - 30	black	0	0	0
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4	<p style="text-align: center;"><b>PROGRESS &amp; ATTAINMENT</b></p> <p style="text-align: center;">Targeted Intervention for SEN</p>	RSN (CWR)	<p>LASS assessment system - Visual Memory, auditory-verbal memory phonic reading skills phonological processing ability, single word reading, sentence Reading, spelling &amp; reasoning</p> <p>Lexia – Literacy: sight reading, comprehension, writing skills</p> <p>Cross curricular support in Literacy &amp; Numeracy across a range of Subject Areas via LSAs</p> <p>SEN Transition support Year 6&gt;Year 7</p>	<p><b>HT1</b></p> <ul style="list-style-type: none"> <li>Regular updates to SEN Register &amp; information to staff</li> <li>External support from Ed Psych for pupil with very complex needs</li> <li>Lexia in Y3 Literacy lessons with top up in form time</li> <li>LSA support in English &amp; Maths &amp; a number of other subjects in place</li> <li>Awaiting ICT for SEN assessments</li> </ul> <p><b>HT2</b></p> <ul style="list-style-type: none"> <li>SEN Register Review – 8 pupils removed from SEN Register</li> <li>Ongoing Lexia support</li> <li>LSA support in Y3, however pupils with needs identified also in Y2</li> </ul> <p><b>HT3</b></p> <ul style="list-style-type: none"> <li>11 SEN pupils in English: 4 Below target, 6 Expected progress, 1 Exceeds</li> <li>7 SEN pupils in Maths: 1 Below target, 1 Expected progress, 3 Exceeds, 2 Exceptional</li> <li>Some concerns in Literacy, pupils overall making good progress in Maths</li> </ul> <p><b>HT4</b></p> <ul style="list-style-type: none"> <li>Ongoing support &amp; monitoring in Lexia</li> </ul> <p><b>HT5</b></p> <ul style="list-style-type: none"> <li>11 SEN pupils in English: 4 Below target, 5 Expected progress, 2 Exceeds</li> <li>5 SEN pupils in Maths: 0 Below target, 3 Expected progress, 2 Exceeds</li> </ul>																																																		

				<ul style="list-style-type: none"> <li>Regular updates to SEN Register</li> </ul> <b>HT6</b> <ul style="list-style-type: none"> <li>Focus on use of idioms for SEN</li> </ul>
5	<b>HIGH QUALITY LEARNING &amp; TEACHING &amp; FEEDBACK</b> to ensure access for all Learners	KLE	Improvement in Learning & Teaching with a focus on SEN, Questioning, Differentiation, Constructive Feedback, 'Exceeds' targets expectation Effective Curriculum Support: Progress Tutorials, assessment & constructive feedback CPD & Sharing of Good Practice	<b>HT1</b> <ul style="list-style-type: none"> <li>INSET time spent on Protocol for LSA in the classroom [Sept 2016]</li> <li>Monitoring of 7Y3 Literacy lessons</li> </ul> <b>HT2</b> <ul style="list-style-type: none"> <li>Lunchtime Meetings on specific pupils – complex needs / hearing impairment</li> <li>EHCP application for 1 pupil – currently on part-time timetable</li> </ul> <b>HT3</b> <ul style="list-style-type: none"> <li>Weekly meetings to ensure appropriate provision for SEN pupils</li> </ul> <b>HT4</b> <ul style="list-style-type: none"> <li>Ongoing LSA support in Y3</li> </ul> <b>HT5</b> <ul style="list-style-type: none"> <li>Ongoing LSA support</li> </ul> <b>HT6</b> Evaluation of successful teaching approaches in Literacy <ul style="list-style-type: none"> <li>Use of LSA for differentiation</li> <li>Competition between pupils learning sounds</li> <li>Reading lessons in the library</li> <li>Use of the online library</li> <li>Reading aloud</li> <li>Teacher modelling of reading aloud</li> </ul> Evaluation of successful teaching approaches in Numeracy <ul style="list-style-type: none"> <li>Numeracy Ninjas</li> <li>Praise / rewards</li> <li>Structured approach</li> <li>Differentiation</li> <li>Use of Pupil Learning Forum</li> </ul>
6	<b>DEVELOPING CONFIDENT &amp; INDEPENDENT LEARNERS</b>	FBY	Y7 Homework Club-Tuesdays Monitoring of Attendance Form Tutor focus on progress – Pastoral meetings HOY Meetings & Briefings	<b>HT1</b> <ul style="list-style-type: none"> <li>6 pupils attending HWK Club</li> <li>FT contact with parents</li> <li>Updates in HOY meetings</li> </ul> <b>HT2</b> <ul style="list-style-type: none"> <li>Ongoing good attendance at HWK Club</li> </ul> <b>HT3</b> <ul style="list-style-type: none"> <li>Ongoing good attendance at HWK Club</li> </ul> <b>HT4</b> <ul style="list-style-type: none"> <li>Some pupils now taking part in compulsory lunch-time HWK Club in R9</li> </ul> <b>HT5</b> <ul style="list-style-type: none"> <li>Impact of lunchtime club to be reviewed</li> </ul> <b>HT6</b> Evaluation & examples of developing independence Literacy <ul style="list-style-type: none"> <li>Fresh Start partner work</li> <li>Self-assessment</li> <li>Independent reading</li> <li>Setting of HWK / projects [Practical – Design / Build]</li> </ul> Numeracy <ul style="list-style-type: none"> <li>Shorter independent assessments [however more scaffolding]</li> <li>Setting of homework</li> <li>Setting of problems [supported by key words &amp; hints]</li> <li>'Explain to Others'</li> </ul> Overall <ul style="list-style-type: none"> <li>Still needs focus</li> <li>Additional booklet for Summer</li> </ul>

Year Group	Outcomes[English & Maths] [AUTUMN TERM 2016]
Year 7 MATHS	<ul style="list-style-type: none"> <li>• Maths Cohort only: 23/39 making 'Expected Progress [59%], 4/39 Exceeds [10%]</li> <li>• Y7 Catch Up in both English &amp; Maths: 20/22 making 'Expected Progress [91%], 3/22 Exceeds [14%]</li> </ul>
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Year Group	Outcomes[English & Maths] [SPRING TERM 2017]
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Year Group	Outcomes[English & Maths] [SUMMER TERM 2017]
Year 7 MATHS	<ul style="list-style-type: none"> <li>• Maths Cohort only: 34/40 making 'Expected Progress [85%], 8/40 Exceeds [20%], 2/40 Exceptional [5%]</li> <li>• Y7 Catch Up in both English &amp; Maths: 20/22 making 'Expected' Progress [91%], 7/22 Exceeds [46%], 2/24 Exceptional [8%]</li> </ul>
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