

## Evaluation of the Catch Up strategy 2017-2018

In 2017-2018 Davison CE High School for Girls received £22,066 of Year 7 catch up funding. The money was used to support the attainment of those students who joined the school in Year 7 having achieved below national expectations in the KS2 SATS tests (NS).

Students identified as not achieving in KS2 tests

Maths KS2 Result	70
Reading KS2 Result	59
GPVS KS2 Result	49

Students were provided with the following intervention:

**Mentoring:** 51 Students received mentoring from a variety of routes.

Nurture	21
CS	13
ARA	9
Attendance	8

Students were very appreciative of these tailor based interventions. They built, and continue to have, strong bonds with their mentors who met them, and continue to meet them, on a weekly basis. At the end of the ARA process parents were invited in to celebrate their journey with a speech to the mentee from their mentor.

**LETs:** 84 students were placed in LETs classes. These students followed a skills based programme focusing on literacy, numeracy and life skills.

**Improving students' spelling:** LETs students had fortnightly spelling tests. SEND students were offered small group intervention following a Baseline spelling assessment for the whole school. .

**Improving students' reading fluency:** Within LETs students had a fortnightly LRC lesson which was supported by an LSA. They studied a range of fictional texts and a play. (*Our Day Out*) Students were paired at DEAR with a reading buddy or LSA. AR progress was monitored by the English Department by completing termly STAR reading assessments.

	2017 (Ave age)	2018 (Ave age)	% Change
NS STAR Reading Scores	9.19	9.50	+0.31
Y7 Cohort	11.72	11.95	+0.23

**Improving students' writing skills:** Within the CS department small group work took place with an English teacher on a weekly basis. Students were withdrawn from non-core lessons.

**School - Objectives vs Time**

A progress report for a specific subject, group and phase of the curriculum, grouped by Learning Objective, for a specified assessment period

Curriculum	English 1718	Subject	English
Phase of Curriculum	Year 7	Assessment Cycle	2017/2018
Assessment Period	Summer 2	Objectives	KPIs only
Group	Y7 English Catch-Up		

Learning Objectives	Subject Area	Not Taught		Not Achieved Yet		Achieved		Exceeded	
		Count	%	Count	%	Count	%	Count	%
Lang R1 Some ability to identify and interpret explicit information and ideas, in order to summarise evidence from a text.	Language READING	3	5%	21	35%	36	60%	0	0%
Lang R2 (Language) Some ability to identify and comment on the effects of language choices on the reader, using relevant subject terminology.	Language READING	3	5%	48	80%	9	15%	0	0%
Lang R2 (Structure) Some ability to identify and comment on the effects of structural choices on the reader, using relevant subject terminology.	Language READING	3	5%	50	83%	7	12%	0	0%
Lang R3 Some awareness of writers' viewpoints and attitudes, shown through comments and textual references/quotations, with basic links made between ideas in the texts.	Language READING	3	5%	30	50%	27	45%	0	0%
Lang R4 Some ability to evaluate how successful a writer has been in influencing the reader, using textual references/quotations to support ideas.	Language READING	3	5%	38	63%	19	32%	0	0%
S&L 7 Express straightforward ideas/information/feelings, attempt to organise and structure a presentation and attempt to meet the needs of the audience.	Language SPEAKING AND LISTENING	2	3%	3	5%	49	82%	6	10%
S&L 8 Listen to questions/feedback and provide an appropriate response in a straightforward manner	Language SPEAKING AND LISTENING	2	3%	2	3%	56	93%	0	0%
W5 (Content) Attempt to meet the given form, purpose and audience through the use of some language techniques.	Language WRITING	3	5%	20	33%	37	62%	0	0%
W5 (Organisation) Use some structural methods to organise writing.	Language WRITING	3	5%	27	45%	30	50%	0	0%
W6 Spell and punctuate with some accuracy, and use a range of vocabulary and sentence structures.	Language WRITING	3	5%	39	65%	18	30%	0	0%
Lit R1 Read, understand and respond to literary texts with some clarity.	Literature	3	5%	20	33%	37	62%	0	0%
Lit R2 Some ability to identify and comment on the effects of language and structural choices on the reader, using relevant subject terminology.	Literature	3	5%	48	80%	9	15%	0	0%
Lit R3 Awareness of the importance of the social/historical/cultural context of texts.	Literature	3	5%	31	52%	26	43%	0	0%
Lit R4 Spell and punctuate with some accuracy and use a range of vocabulary and sentence structures.	Literature	3	5%	30	50%	27	45%	0	0%

A number of students who were underachieving in English were given a booster day in the Summer term to help to address any Key Performance Indicators (KPI's) not yet achieved.

**KS3 Literacy Skills Day Evaluation**

	Invited	Attended	%	Parental opt out	Abs	Other
Yr7	28	25	89	1	1	1
Yr8	20	12	60	2	4	2
Yr9	19	10	53	3	3	3

What went well:

- \* Year 7 attendance at the booster day was good.
- \*The engagement was very high with students remaining focused and committed over the 4-hour session.
- \* Students were able to access a laptop or PC for most of the writing lessons.
- \* Many of the students were pleased to have the time to write a story without rushing.
- \* NRO supported the initiative and offered LSA support for two students.
- \* Targeted intervention positively for the first time using exam and quartile data.
- \* All participants receive a certificate and chocolate bar at Celebration Assembly.

No of Students Involved	Additional Reading KPI achieved	Additional Writing KPI achieved
25	R1 1 R2 15	W5 All 3 W5 Content 8 W6 Organisation 9

**Improving students' numerical and reasoning skills:** Within LETs students had starter activities and functional skills projects. Within the CS Department small group work took place with a Maths teacher on a weekly basis. Students were withdrawn from non-core lessons.

#### School - Objectives vs Time

A progress report for a specific subject, group and phase of the curriculum, grouped by Learning Objective, for a specified assessment period

Group	Catch-Up Spending Group	Curriculum	Mathematics
Subject	Mathematics	Phase of Curriculum	Year 7
Assessment Cycle	2017/2018	Assessment Period	Summer 2
Objectives	KPIs only		

Learning Objectives	Subject Area	Not Taught		Not Achieved Yet		Achieved		Exceeded	
		Count	%	Count	%	Count	%	Count	%
6M12 You can use coordinates in all four quadrants	Algebra	7	10%	16	23%	47	67%	0	0%
6M3 You can use simple formulae expressed in words	Algebra	7	10%	39	56%	24	34%	0	0%
6M11 You can calculate the volume of cubes and cuboids	Geometry and measures	6	9%	17	24%	47	67%	0	0%
6M1 You can multiply and divide numbers with up to three decimal places by 10, 100, and 1000	Number	5	7%	37	53%	26	37%	2	3%
6M9 You can find percentages of quantities	Number	5	7%	40	57%	23	33%	2	3%
6M13 You can calculate and interpret the mean as an average of a set of discrete data	Statistics	4	6%	8	11%	54	77%	4	6%

**Behaviour and Learning:** Lead Tutors and form tutors monitored Behaviour & Learning as required using GAR report cards.

In addition to the more formal support discussed above students were also supported within the CS Department through a variety of clubs including Breakfast, Break and Lunch club. Homework Club provided support and access to ICT for approximately 6 students on a regular basis. 12-14 students were also given social skills and craft lessons within the CS Department.

Attitude to Learning (ATL) and Attendance over the year for Year 7 students not achieving the Key Stage 2 standard (NS) was good and showed progress:

ATL 2017-2018 GPVS (Grammar Punctuation Spelling) NS (49 students)

Aut 1 ATL	Sum 2 ATL	Difference
6.99	7.12	+0.13

ATL 2017-2018 Reading NS (59 students)

Aut 1 ATL	Sum 2 ATL	Difference
7.01	7.15	+0.14

ATL 2017-2018 Maths NS (70 students)

Aut 1 ATL	Sum 2 ATL	Difference
7.01	7.20	+0.19

Attendance:

2017-2018 GPVS NS (49 students) vs Year 7 Cohort (Y7)

Aut 1 Attendance	Sum 2 Attendance	Difference
NS 95.08%	95.42%	+0.34
Y7 97.74%	96.47%	-1.27

2017-2018 Reading NS (5 students) vs Whole School (Y7)

Aut 1 Attendance	Sum 2 Attendance	Difference
NS 95.89%	95.28%	-0.61
Y7 97.74%	96.47%	-1.27

2017-2018 Maths NS (70 students) vs Whole School (Y7)

Aut 1 Attendance	Sum 2 Attendance	Difference
NS 96.48	93.36%	-1.12
Y7 97.74%	96.47%	-1.27