

## Year 7 Catch-up Strategic Plan

The literacy and numeracy catch-up premium gives state-funded schools, including special schools and alternative provision settings, additional funding to support Year 7 pupils who did not achieve the expected standard in reading or mathematics at the end of key stage 2 (KS2). Davison CE High School for Girls has received Year 7 catch-up funds of £22,313. This money is being used to support the achievement of those students who join Year 7 having achieved below national expectations (NS) in the KS2 SATS tests.

### 2018-19 Plan

During the coming year funding is being directed as follows:

Improving students' literacy and numeracy	Support for over staffing in English and Mathematics in KS3 focused on improving the achievement of those students who are below expectations at the end of KS2. Support for students is in the form of in-class support and withdrawal sessions. After four weeks of transition, CAT testing and teacher assessment, Year 7 students that are identified as needing intervention are set in LETS and one language. 55 students have been identified this year. This will be reviewed termly.
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Strategy	Method	Students being targeted	How will students' progress be assessed?
Mentoring	There are different levels of mentoring.  Nurture ARA Academic Resilience Behaviour Mentoring	A majority of students are identified at KS2, during transition. Some students are identified by parents. ARA students are identified using the Vulnerability Index.  Nurture: 24 ARA: TBC following mentor training BM: As required. Identified using SIMS.	Nurture students are monitored fortnightly with a GAR system. Mentoring is frequent, sometimes daily. (Nurture Teacher)  ARA students are initially identified post Aut1 data capture. Students are allocated a mentor as required who sees students weekly. (ARA Leads)  Behaviour Monitoring is carried out by Lead Tutors using GAR report cards  Attendance and progress is monitored weekly by tutor and thereafter LT using a report card.

<p>Improving students' Spelling</p>	<p>LETS students are given fortnightly spelling tests. SEN students are offered small group interventions Each department has a literacy strategy</p>	<p>55 students have been placed in LETs classes post setting. Within this there are 33 students who did not achieve the required GPVS standard at KS2</p>	<p>Year Group undertake baseline spelling test at the start of the year and again in Year 9. Students will be assessed on the outcomes of their homework and performance during the sessions.</p>
<p>Improving students' reading fluency</p>	<p>LETs students will have an LRC lesson for reading 1 hour per fortnight. An LSA will support the lesson. Students undertake two reading projects and analysis of a play (Our Day Out)</p> <p>During DEAR students read with a Y9/10 mentor or LSA in LRC/CS. AR reading progress is monitored in English lessons</p> <p>At the end of the summer term the English Department will assess needs and provide an intensive session for KPI catch up.</p>	<p>35 students did not achieve the required reading standard at KS2. Students are also identified by English Department.</p> <p>53 students are registered in CS and read with Y9/10 buddy mentor or LSA in CS or LRC. A further 10 register in colour group and then read in LRC</p>	<p>Termly STAR reading assessments completed Teacher assessment of reading speed and fluency. Accelerated reading programme assessments through English Dept.</p> <p>Mentors monitor progress during reading.</p> <p>Mastery of KPIs</p>
<p>Improving students' writing skills</p>	<p>Small group work with an English teacher, once a week, initially for a term, withdrawing students from non-core lessons. Whole school literacy policy.</p>	<p>29 students identified using KS2 Teacher Assessments 17 students currently receiving small group CS intervention</p>	<p>Diagnostic tests completed in the first half term</p>

Improving students' numerical and reasoning skills	LETs lessons provide additional functional skills work. Mathematics teachers and raising Attainment Coaches provide withdrawal lessons (2 per fortnight). Small groups of students work on key number skills and learn how to reason through more abstract problems SEND students receive additional small group Mathematics support in the CS Department	55 students in LETs groups  20 students currently receiving small group CS intervention.	Teacher assessments against each skill
Mathematics Support Club	After School Club Thursday	10+ students of whom 7 are Y7. Mostly sets D/E	Teacher available to help with homework as required
Youth University	Students will be offered places at Youth University	Not achieving KS2 Mathematics/Reading	Student uptake
CS Social Intervention	Breakfast/Break/Lunch/Craft/Fun and Games Clubs	Between 6-14 Y7 students attend these clubs on a regular basis	Improvement in Social skills and attendance Improvement in ATL grade.
Attendance and well-being challenges	Whilst this is a whole school project it is enthusiastically embraced by CS Department	Below 95% attendance	Improvement in attendance.