



ALL SAINTS CATHOLIC COLLEGE

Year 7 Catch Up

2019 - 2020



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Academic Year	Funding Received	Costs for Intervention
2019/20	£15,503	£21,765.79

KS2 results on entry to All Saints

- **English:** 37 did not achieve the Expected standard in Reading (below 100 Standardised score); 5 achieved a B/U (working below the level of the test/unable to access the test), 1 has an EHCP.
- **Maths:** 46 did not achieve the Expected standard; 4 achieved a B/U and 1 has an EHCP.

Intervention Programme

The first approach is effective Wave 1 teaching within classes. Staff are made aware of the students who did not achieve the expected progress at KS2, and asked to plan lessons accordingly, and intervene, as necessary. Students are monitored via the college tracking system to identify those who may need additional support.

Additional Intervention 1: English Reading Matters

- Adult Reading Matters Mentor – 6 students received Adult Reading Matters support, with a volunteer. Students are tested at the beginning and at the end of their sessions and all have improved their scores; confidence in reading has also improved. Evaluations are completed by both mentors and students and comments received are positive about the experience.

Additional Intervention 2: Diagnostics Teacher

- To date, 5 students from the target group have been screened by the Diagnostics Teacher, Mrs Binns, to address/identify specific learning issues, and strategies cascaded to staff. Further diagnostics will take place as appropriate.

Additional Intervention 3: Specialist Intervention Teaching

- The Intervention Teacher, Ms Hill, has been teaching a cohort of students who did not achieve the expected grade in KS2. The initial focus has been on English as good progress in English enables the students to access all other areas of the curriculum.
- A combination of English & Maths was introduced in Term 2 for students who struggle in both.
- Students are taught in small groups, using baseline tests to identify specific areas of weakness. Ms Hill also works alongside the diagnostics teacher to identify any specific learning issues and then addresses those in her sessions.
- Following on-going and summative assessment, students are moved out of the programme as and when they make the expected progress, and others moved in, as necessary.



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- **English:** 21 have had specialist English Intervention (Y7 Catch-Up) teaching in small groups. They have 2-3 hours additional tuition per fortnight. S2S results are shown in the table below.
- **Maths:** 10 students have had some Maths Intervention (Y7 Catch-Up) teaching. S2S results are shown in the table below.

Summary of general student progress within Intervention

This year Intervention has focussed on two sub-groups: those students who just needed an extra push in Term 1 to achieve their expected KS2 grade, and those who were the weakest learners and needed extra support throughout the year. Outcomes were very positive.

- All the students responded well to small group teaching.
- There were no BfL issues this year within Intervention sessions.
- Attendance was excellent.
- Students exhibited much improved social skills and awareness of others' needs.
- Confidence has grown significantly; students enjoyed the lessons, and most are now willing to ask/answer questions and engage fully in their own learning.
- Most students have improved their writing skills, including using advanced vocabulary and varied sentence structures, plus recognition and use of specific language techniques. Even in Y7 Intervention, we are mindful of the basics of GCSE English requirements, so lesson delivery is planned accordingly.
- Reading assessment and analytical skills have improved, though this remains the area needing most attention going forward.
- Maths Intervention was limited to one hour per fortnight, focussing on basic maths skills (number placement, fractions, decimals, simple geometry). Students have responded well but more sessions/more intensive maths support is needed for the weakest students.

Summary of specific student outcomes (S2S) within Intervention

English:

- The constraints of time/resource/student needs meant that 21 of the 37 English Catch Up cohort received small group Intervention teaching at some point throughout the year.
- Outcomes in the table overleaf show that their chances of meeting their Target Grade are increased as a result. All of the 21 selected Y7 Catch-Up English students were on track to meet their expected Target Grade.
- Thus overall, classroom teaching and intervention strategies resulted in 76% of the English Catch-Up group either meeting or exceeding their target Grade.

Maths:

- Only 10 of the weakest students were selected for Maths Intervention in Term 3; they are now all on track to meet their expected Target Grade.
- The results suggest that similar positive progress could be made with Maths Intervention students if the additional staff support were made available.



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Summary table of specific student outcomes (S2S) within Intervention

SIMS (S2S Tracking)	Y7 CATCH-UP ENGLISH (21 students)	OVERALL ENG Y7 TARGET GROUP (37 students)	Y7 CATCH-UP MATHS (10 students)	OVERALL MATHS Y7 TARGET GROUP (46 students)
On Track =	19 (95%)	29 (78%)	9 (90%)	41 (89%)
Ahead Target +	2 (5%)	1 (3%)	1 (10%)	2 (7%)
Below Target -	/	7 (19%)	/	3 (5%)

1 of the underachievers has an EHCP and is allocated additional teaching.
2 are on Ms Binns' list to be screened.
1 is supported by SALT outreach
1 has additional agencies involved.

We will continue to monitor the students and intervene as necessary using the Flexible Learning Centre, specialist teachers and reading mentors, to ensure progress is monitored as we move forward in Year 8.

September 2019