**LSA Catch-Up and Intervention Report 2017-2018 and Strategy for 2018-2019**

**LSA Year 7 Catch-Up Report for 2017-2018**

**National Context:**

The DFE continues to provide additional funding to schools for Year 7 students who have not met the **expected standard** in reading and/or Mathematics. In 2016-2017 a new scaled score was used to record attainment.

*A scaled score of 100 represents the* ***expected standard*** *on the key stage 2 test. Students scoring at least 100 will have met the expected standard. However, given that the difficulty of the tests may vary each year, the number of raw score marks needed to achieve a scaled score of 100 may also change. For example, if the overall difficulty of a test decreases compared to previous years, the raw score required to meet the expected standard will increase. Similarly, if the test is more difficult, the raw score required to meet the expected standard will decrease*. **(Scaled Scores at Key stage 2. Standards and Testing Agency).**

At LSA, students identified as not having met the expected standard receive an amended curriculum and, where appropriate, additional support so that they are able to develop their literacy and numeracy skills and make an effort to "catch-up" to age- related expectations. In this way they have the best possible chance of success at secondary school and post-16.

**Funding received:**

Year 7 Catch-up funding from DFE: £14,128.00

**Funding allocation in Year 7:**

Contribution to:

* differentiated materials for reading: £1,000.00
* differentiated materials for Mathematics: £1,000.00
* Accelerated Reading programme: £ 928.00
* salary of primary level teacher: £ 6,200.00
* TA and HTA salaries working in English & Mathematics: £ 5,000.00

Below is a list of the strategies and interventions we have used at LSA during 2017-18 to support catch-up in Year 7:

**General Approaches:**

As well as differentiated teaching to meet individual need, each student received one or more of the following interventions:

* 1:1 support and/or small group work with a specialist HLTA (Higher Level Teaching Assistants) in English and/or Mathematics lessons to further personalise the teaching and learning; encourage engagement; build self-esteem and independence. HLTAs liaise with main class teachers to ensure that the needs of identified students are accommodated in planning.
* Teachers and support staff have updated their training to ensure that they can continue to provide quality support in the development of these key skills.

**Mathematics:**

* Small group tuition by specialist HLTAs or teachers in Mathematics, with a focus on building confidence in the key numeracy skills needed to understand and support the topics being covered in main stream lessons.
* A range of differentiated materials and work-booklets to support confidence in mental and written Mathematics.
* A range of primary resources to support understanding through visual and kinaesthetic learning.
* Additional intervention after and before school with specialist HLTAs to work on weaknesses identified from assessments.
* Revision sessions to support preparation for assessment and learn these vital skills.

**Reading:**

* Use of Accelerated Reader programme in English lessons to secure regular engagement with reading and to assess reading ability. This work is further supported by additional intervention group sessions.
* Reading & Spelling Club on identified days, after school and at lunchtimes.
* Use of IDL spelling and reading programme to determine bespoke interventions.
* Use of the Hickey spelling programme.
* Small group sessions with primary specialist to close gaps in basic reading skills such as synthetic phonics.
* 1:1 reading during Form Time.
* A differentiated scheme for learning in English lessons developed by primary specialist.

**The impact of the above work is as follows:**

**Reading:**

|  |  |  |
| --- | --- | --- |
| No. of Year 7 students at LSA with a reading score of 99 or below at the end of KS2. | No. of students at the expected standard in English by the end of Year 7. | No. of students working towards the Core standard in English by the end of Year 7. |
| 62/288 (21.53% of year group). | 27/62 (43.55%) | 35/62 (56.45%). (Of these 35, 7 remain on a supported programme in Year 8). |

The above shows that by the end of Year 7, 43.55% of students who had not met expected standard in their key stage 2 SATs test achieved Core Standard or better in English. This means that they were at the same expected level as those students who achieved a score of 100+ in reading at the end of key stage 2. This represents significant progress towards “catching-up”.

35 students achieved Foundation Standard in English by the end of Year 7. This represents good progress towards “catching-up”. These children will continue to receive a differentiated curriculum in Year 8 to build on this year’s progress.

7 students who entered the school having scored below 100 on their key stage 2 reading test remain on the Supported Standard in English. These students will continue to be taught by specialist subject teachers and their curriculum will be overseen by the Learning Support team as they have a wider range of learning needs.

**Mathematics**:

|  |  |  |
| --- | --- | --- |
| No. of Year 7 students at LSA with a Mathematics score of 99 or below at the end of KS2. | No. of students at the expected standard in Mathematics by the end of Year 7. | No. of students still working towards the expected standard in Mathematics by the end of Year 7. |
| 51/288 (17.71% of year group). | 27/51 (52.94%) | 24/51 (47.06%). (Of these 24, 1 remains on a supported programme in Year 8). |

The above shows that by the end of Year 7, 52.94% of students who had not met expected standard in their key stage 2 SATs test achieved Core Standard or better in Mathematics. This means that they were at the same expected level as those students who achieved a score of 100+ in Mathematics at the end of key stage 2. This represents significant progress towards “catching-up”.

24/51 students achieved Foundation Standard in Mathematics by the end of Year 7. This represents good progress towards “catching-up”. These children will continue to receive a differentiated curriculum in Year 8 to build on this year’s progress.

1 student who entered the school having scored below 100 on their key stage 2 Mathematics test remains on the Supported Standard and will receive a curriculum which is overseen by the Learning Support team as they have a wider range of learning needs.

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**Whole School Intervention Strategy Report for 2018-19.**

**Continuing Intervention at LSA:**

At LSA, intervention and catch-up provision continues throughout years 8 to 11. This is funded through the wider school budget.

Identified students continue to have key skills supported so that they are able to access a curriculum which provides best possible outcomes and a clear progression route.

There is also a modified curriculum in place so that identified students spend more time securing literacy and numeracy skills and in this way learning in all curriculum areas is supported.

**Year 7 Catch-up & Intervention Strategy - Planning for 2018-19**

***The actual cost attributed to the Year 7 Catch-Up Strategy at LSA is in the region of £95,000 for staffing with additional costs for training and resources. Year 7 Catch-Up funding received from the DFE will be used to offset these costs.***

**National Context:**

Schools received Catch-Up funding until March 2018. At the point of writing, the school has no indication if any further funding is available. However, support to ensure students entering below the expected standard is provided from the start of Year 7 in September. We will continue to implement strategies that have a positive impact on outcomes for students and some of these are listed below.

**Strategies to be used in 2018-19:**

**Reading/English:**

* The English Curriculum’s “Skills Tracker” will be further developed so that key reading (and writing skills) can be closely monitored and in-class teaching and intervention strategies further refined and developed to support improvement in reading. These skills will be closely linked to future GCSE requirements.
* Continued training for all staff on how best to support struggling readers. This includes: using key words; spelling key words accurately; looking at root words to aid understanding; reading aloud in class; checking comprehension.

**Numeracy/Mathematics:**

* Embedding the numeracy scheme of learning and assessment structure to allow for easy tracking of progress.
* Embedding the supported scheme of learning and assessment structure to allow for easy tracking of progress. This scheme is provided for the weakest students in groups where the staff to student ratio is much lower.
* Continued use of specialist resources designed for use by students who are below the national expected standard.
* Continued training for all staff with a focus on science.

**English and Mathematics:**

* Additional support for these key skills using time allocated to subjects NOT chosen by students during the Options Process.

Mrs J Gillespie

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