

Yr 7 Catch-up Pupil Premium Impact 2017-18

	More than expected progress	Expected progress	Below expected progress
English	39%	77%	16%
Maths	8%	92%	0%

Accelerated Reader

Pupils who have moved up at least 1 level	Pupils who have moved up at least 2 level
90%	70%

<u>Action</u>	<u>Impact</u>
Indirect Dyslexia Learning Programme (IDL) - Structured, sequential, cumulative learning programme which provides a multisensory approach involving sight, hearing, touch and voice, to reading.	12 pupils accessed the programme, 8 of which accessed both within school and via their own computers at home. 83 % of the cohort had increased their spelling and reading ability by the end of the year.
Accelerated Reader has been implemented across Year 7 - those pupils in the year 7 catch up programme receive additional support and guided reading allocation in order to promote positive reading experiences and increased level of reading ability.	As a result of its success with this cohort the AC programme will be rolled out across the whole of KS3 next year. The programme was delivered within leap on a daily basis, during afternoon prep times. 1:1 guided reading was made available to some of the weaker readers. All engaged in the programme.
Springboard Mathematics catch up programme - this series of Numeracy lessons bridges the gaps in learning which some of our lower ability pupils have acquired from year 6-7.	The pupil feedback has been very positive. They have been delivered by support staff alongside the whole school maths curriculum. Much of the delivery has taken place within the classroom setting or during pupils withdrawal from pm prep sessions.
In-class support for literacy and numeracy will take place, and extra TA time allocation to support students in English and Maths lessons.	A TA has been placed in all maths and English lessons where year 7 catch-up pupils are, in order to support pupils in a small group or on a 1:1 basis. Pupils have engaged well with the support and an overall improvement in confidence levels has been evident in the cohort of pupils.