

Summary of the Catch-Up Intervention weeks 2016/17

Background:

Catch up programmes are in place for year 7 students who have been identified through transitional information provided by primary school, as students who have additional needs; are working below their academic age in either maths and or literacy or who are entitled to catch up premium. The catch up intervention programmes cover numeracy and literacy and the lessons are delivered by Teaching Assistants.

Analysis:

In 2016 using Block A and B assessment data and KS2 data, 44 students were identified as working below National Curriculum Level 4C in English. This group of students was further divided into 3 groups according to their ability. The high ability group of students contained 16 students, middle ability 12 and lower ability 10.

For the higher ability group of students there were 3 assessment pieces of work used to show progress over the week: (SPAG, vocabulary and story starters).

Spellings: of the 16 students, 12 showed progress, 1 student stayed the same, 3 students had no data due to absence

Vocabulary: of the 16 students, 9 showed progress, 4 students stayed the same, 2 students had no data due to absence, 1 student showed negative progress

Story starters: of the 12 students 9 showed progress, 2 students stayed the same, 2 students had no data due to absence.

The programme delivered to the middle ability group was very similar to first/higher group, however it was made more interactive in order to provide further engagement for students.

Whilst maintaining a strong focus on sentence structure and literacy techniques there was a greater emphasis on basic punctuation and grammar (full stops, capital letters, sentences making sense, question marks, exclamation marks).

Many activities were the same as for the higher ability group but with mixed ability paired and team work and more comprehension and sentence writing.

There were 3 assessment pieces of work used to show progress:

1. Spag test result: of the 12 students, 6 showed progress, 3 students had no progression data due to absence on one of the days and 3 students showed negative progress.
2. Spelling test results: of the 12 students 8 improved, 2 stayed the same and 2 had no data due to absence.
3. Key word results: of the 12 students 8 improved, 3 had no data due to absence and 1 showed negative progress.

The lower group was further differentiated to accommodate individual needs and include more focus on phonics and sequencing; an essential part of learning to read and write is the understanding that letters and combinations of letters make up particular sounds. Sequencing gives consideration to the order in which phonics knowledge and skills are learned.

This was taught in a multisensory way to accommodate the varied learning methods preferred by students involved, using info available in school and that available on the SEND register.

Lessons were loosely based around George's Marvellous Medicine, and students completed tasks similar to the other two groups but also worked on:

- Alphabet structure (quartiles)
- Dictionary work – finding meaning of words and how the dictionary is ordered –group work
- Months of the year
- Word searches

There were 2 assessment pieces of work used to show progress:

1. Phonics, sequencing and Alphabet quiz: of the 10 students 9 improved and 1 had no data due to absence.
2. Word types quiz: of the 12 students 9 improved and 1 had no data due to absence and 2 stayed the same.

In 2016 using Block A data and KS2 data 25 students were identified as working below National Curriculum Level 4C in maths. This group of students was further divided into 2 ability groupings. The higher group of students contained 16 students, and a lower ability group of 9. However, of the higher ability group 2 students were absent for that week of school so joined the lower ability group.

For the higher ability group of students there was an initial assessment used to show progress over the week. This assessment was created through the maths department and focused on the year 7 curriculum that had been covered, to consolidate their understanding. Over the week there was a focus on timetables, time, area, perimeter, volume and shapes as well as helping to bridge the gap in students' basic skills.

For the lower ability group of students there was an initial assessment used to show progress over the week. This assessment was also created through the maths department and focused on the year 7 curriculum that had been covered to consolidate their learning, however it was differentiated from the higher paper to enable the students to access the test. Over the week the main focus was also on timetables, time, area, perimeter, volume and shapes as well as helping to bridge the gap in students' basic skills. More time was spent working on basic skills with this group

All students from both groups showed progress over the week. Average progress made within the differentiated group was 4.5 sub-levels and higher 5.0 sub-levels of the previous National Curriculum.