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Year 7 Catch up Over view and Rationale 2017-2018

It is of vital importance that the students that come to use and who are not Secondary Ready in Reading and/ or numeracy are given the support needed to 'catch up' to their peers and access an increasingly challenging curriculum.

At Also, we offer a bespoke programme for our Non-Secondary Ready students.

In Maths, our non-secondary Ready students are given additional intervention sessions, in which they work on weaker KS2 that they did not master in year 6, based on QLA of the KS2 SATS papers. Our Maths intervention programme then is created around the needs of the students.

Our Reading Catch up Programme has been designed by a KS2 Specialist teacher and enables our students to work on and master KS2 skills, whilst accessing the KS3 curriculum in English. Our altered approach to 'Secondary Readiness' this year builds on the foundations of last year's cohort. We no longer resit the year 6 SATS papers and instead have embedded all of the KS2 'Catch skills' into our curriculum. When our pupils arrive in September, we analyse scaled scores from SATS and review the QLA in order to identify the areas of particular weakness. Our programmes of study and interventions are then focused around this.

This is a forwarding-thinking programme and has been created to ultimately make our students GCSE ready and ensure that the key skills they need in Reading and Writing are tackled early, in order to access the wider curriculum and improve the learning outcomes for our young people.

This programme has evolved considerably and has already produced excellent results for our students in the Catch up Programme.'



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Nurture Programme

Those students identified as significantly below secondary Ready standard follow an alternative programme delivered by trained KS2/3 specialists. 'The Nurture programme' has now completed its fifth year cycle. The program allows our most vulnerable and highest needs pupils to develop within a supportive and nurturing culture focusing on emotional needs and development as well as academic learning. There is a focus on literacy and numeracy attainment, self-esteem and social and communication skills. The program includes input from a speech and language therapist and educational psychologist.

Individualised literacy and numeracy lessons are designed to improve thinking, confidence, spoken English, grammar, reading, writing and numeracy skills of Year 7 pupils who had left primary school with attainment three or more years below their chronological age. The programme is based on current research on effective provision for pupils with below average attainment.

The programme is delivered by specialist SEN KS2/KS3 teachers and targets the lowest achieving 10% of pupils on entry to Year 7, and aims to accelerate their progress in English and Maths so that they can reach age-related expectations by the end of Year 8. The program has proven extremely successful at boosting attainment at Key Stage 3.

Pupils are identified after professional dialogue with Primary feeder schools has taken place, alongside Standardised Scores on entry. It is vital these pupils are identified as soon as possible to ensure barriers to learning are addressed and difficulties are worked on straight away.

The Programme combines the new National Curriculum for English at Key Stage 3 together with age-related expectations for literacy and English into one fully comprehensive acceleration programme. Pupils are assessed according to a learning continuum, which focuses on mastery of skills and working with much higher levels of confidence and independence.



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Pupils on this programme are dis-applied from their Humanities and Spanish lessons in Year 7 and in its place have additional Literacy/ Numeracy lessons. By year 8, pupils return to mainstream English lessons but have additional support with their Literacy/Numeracy skills in small withdrawal groups in replacement of Spanish.

Outcomes of the programme:

- Accelerates student progression in reading and writing.
- Strengthens learners' confidence and resilience so that they can work with greater independence and fulfilment.
- Improved spoken English and communication.

Targets

All pupils are set challenging but realistic targets. Targets are based on knowledge of prior attainment, progress and context of pupils individually and collectively. They are a means of setting and agreeing with the pupils realistic expectations and developing a positive working environment. Targets are reviewed termly with the pupils.

2017

In September 2017, 52 students were identified as Non Secondary Ready in Maths and a further 98 students were identified as Non Secondary Ready in Reading. We receive £40,000 as part of the Catch up Premium but we supplement this amount considerably from Pupil Premium funding as our Catch Up students are predominantly from the Disadvantaged cohort. In the academic year 2017-2018, an additional £50,000 will be added from the Pupil Premium funding to secure improved learning outcomes for our Catch up students and enable them to maximise their progress as they progress through to GCSE.



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Breakdown of Literacy and Numeracy Catch Up Strategy 2017-2018

	Strategy	Cost	Action	Staff responsible	Impact	Monitoring and evaluation
Maths	<p>Intensive KS2 maths catch up programme</p> <p>Differentiated programme for Nurture group students</p>	<p>1x KS2 specialist teacher (£25,000)</p> <p>1 x weekly intervention session x 2 groups £10,000</p>	<p>Maths team to identify gaps in knowledge utilising Question level analysis from KS2 Assessments</p> <ul style="list-style-type: none"> Pupils divided into three cohorts depending on extent of KS2 gap Students extracted in small intervention groups <p>Differentiated POS for students significantly below SR standard working on key skills</p>	GWI	<p>Improve scores from KS2 tests</p> <p>Improved progress in key skills</p>	<p>GWI to meet with MAB to evaluate progress and plan accordingly for next steps</p> <p>Termly review meeting with NLB</p>
English	<p>Programme is created and co-ordinated and delivered by KS2 specialist teachers</p> <p>NSR pathway fully integrated into year curriculum offer to ensure KS2 skills are covered but not at expense of 'year 7 secondary readiness'</p>	<p>2x KS2 teachers (£50,000)</p> <p>1 additional staff member</p> <p>Year 7 and year 8 Nurture groups and 3 x weekly NSR intervention sessions x 2 groups</p>	<p>KS2 skills fully embedded into year 7 curriculum model, forward thinking programme</p> <ul style="list-style-type: none"> Analysis of scaled scores from SATS and QLA to identify areas of weakness to inform POS and interventions Students extracted in small intervention groups 	JBE	<p>Increased numbers of pupils assessed as 'secure' 'developing on year 7 assessment continuum and therefore year 7 secondary ready</p>	<p>Termly review meeting with NLB</p>
Reading	<p>Differentiated reading programme created to maximise the progress of all NSR pupils and enable them to access the KS3 curriculum</p>	<p>Reading texts: £500</p>	<p>Student access same reading assessments as year 7 students that are on track.</p> <ul style="list-style-type: none"> SEN students receive books from set SEN reading pathway Alternative pathway created for NSR but do not receive SEN support Texts approved by school council from Badger Learning Non Fiction Resources Reading age tests completed in Autumn Term and completed again in Spring and summer term to evidence progression Term 1- talk for writing – students give answers in full sentences, evidence from the text 	JBE	<p>Increase in reading ages across each cohort</p>	<p>JBE to meet with CLH JBE and CLH to evaluate progress and plan accordingly for next steps</p> <p>Termly review meeting with NLB</p>



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			<ul style="list-style-type: none"> • Term 2 comprehension tasks in place of guided read • Term 3 comprehension tasks with PEA paragraph • NSR pupils graded on use of catch up skills before KS3 skills required at Grade 1 • Nurture group pupils tackle skills and develop reading fluency – emphasis on social and emotional aspects of learning • Reading journal completed with support of parents • Daily communication with parents through home reading journal. Pupils complete book reviews and comprehension task when book is completed. • Pupils have individual reading targets on front of books each term. 			
<u>Writing</u>	Intensive grammar and spelling programme created to maximise the progress of all NSR pupils and enable them to access the KS3 curriculum	<u>£300 for resources</u>	<p><u>Teaching and learning focus on grammar and spelling</u></p> <ul style="list-style-type: none"> • Focus on SPAG through use of taught sessions (GFW) homework, writing mats, frames as well as access to thesaurus and dictionaries • Weekly spellings, focus on spelling rules • SPAG mistakes identified on assessments and targeted in lessons filling KS2 gaps • Weekly grammar activities set to target common errors • In NSR Nurture groups grammar is fully embedded through starters and peer and self-assessments • Working VCOP wall. • Termly writing targets on front of books. <p><u>Small groups targeted in in intervention sessions to work on 'PEA' programme</u></p>	JBE	Improved spelling ages across each cohort Increase in pupils assessed as 'secure' or developing' or grade 1 on KS3 assessment continuum and therefore SR.	JBE to meet with CLH to evaluate progress and then plan for next steps Termly review meeting with NLB
<u>Oracy, Social and emotional</u>	Build self-confidence as well as academic confidence in Nurture group setting for most vulnerable students	<u>Class trips - £600</u>	<p>Regular 'Show and tell' to group.</p> <p>School trips to enhance social, personal and emotional development</p> <p>Emphasis on 'Learning outside of the classroom' to enhance reading and writing skills and social interaction</p>	NAW	Improved social skills and 'learning how to learn.'	Termly review meeting with MAR



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			Emphasis on 'Learning by doing' - beneficial for SEND students who find visual and sensory experiences helpful to their learning and understanding.			
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