

Ivybridge Community College: Catch Up Strategy 2019 - 20

Statement of aims:

The aim of the Catch Up policy is to support Year 7 students who did not achieve the expected standard in reading or mathematics at the end of Key Stage 2 in closing the attainment gap. The College is committed to ensuring that Year 7 students who arrive below the national standard are provided with additional support both within the classroom, and through additional intervention programmes. The Catch Up funding that is allocated by the government is therefore effectively used to support wave one teaching in the classroom and to also provide targeted short term Literacy and Numeracy intervention designed to accelerate progress in these areas. After an initial assessment of needs, gaps in learning are identified and the College supports students based on the assessment of their individual needs with a programme of study, in co-ordination with their Key Stage 2 providers, selecting programmes and approaches which are known to be effective.

At Ivybridge Community College, our Curriculum Model supports students with personalised learning pathways which are devised to ensure that students can access the Key Stage 3 and 4 curriculums, with aspirational targets set at Key Stage 4, once all students have had the opportunity to transition into Secondary education and endeavour to succeed. The College Assessment Point Reports focus on Effort and Conduct until Year 10 to support high aspirations for all, regardless of their starting points in Key Stage 3.

The number of students in Year 7 who did not attain a scaled score of 100, and therefore did not meet the expected standard in each element of the Key Stage 2 assessments: Reading, Grammar, Punctuation and Spelling (GPS) and Mathematics were identified. These are tabulated below, with more focused intervention for those with scaled scores below 90:

Below 100 in GPS	Below 100 in Reading	Below 100 in Reading and GPS	Below 100 in Mathematics	Below 100 in GPS, reading and Mathematics
45	69 (16.6%)	38	46	22
Below 90 in GPS	Below 90 in Reading	Below 90 in Reading and GPS	Below 90 in Mathematics	Below 90 in GPS, reading and Mathematics
7	13	8	10	5

Planning and evaluation outline: Reading and GPS				
Strategy	Cost (£)	Summary of intervention	Monitoring	Evidence of Impact
Assessment and identification of individual needs upon entry.	N/A	Lead Practitioner English has met with all Catch Up students and gained feedback from them on their confidence/ ability and views on reading.	Lead Practitioner English will check their growth on confidence and engagement throughout the year.	Students are engaged as they have a personal link to Lead Practitioner English and the programme shown in Exit Survey.
Transition meeting between main feeder schools to establish previous support	N/A	Meeting between SLT and Year 5/6 teachers of a range of the main feeder schools to establish prior techniques and support that has been put in place to ensure continuity. Key focus: Vocabulary, guided reading, love of reading and coding of questions.	Lead Practitioner English and Associate Leader will support implementation within targeted group, to expand into whole College	Evidence of outcomes: retake of 2019 SATs paper Results from NGRT tests Effort and Conduct scores in English
Reduced class sizes to facilitate higher level of support in lessons	TBC	Generous staffing structures in English and Mathematics to reduce class sizes and to facilitate the thorough baseline assessment of reading and spelling ages together with students' handwriting legibility.	Director of English will monitor English Assessment Points and Effort/ Conduct	Evidence of outcomes: retake of 2019 SATs paper Results from NGRT tests
Nurture group: reduced class size 13 students with extra English lessons	NGRT tests- £223.56 plus vat	Nurture group provision: 13 students identified as below 90, in a small targeted intervention group, with 3 extra English lessons a fortnight that are being used for teaching explicit literacy skills and extra reading support.	Director of English and Director of SEND to monitor progress and Effort/Conduct of Nurture	Evidence of outcomes: retake of 2019 SATs paper Results from NGRT tests
Read, Write, Inc phonics programme in extra English lessons	TBC	The College Librarian has been trained to run the Read, Write, Inc phonics programme. She is taking small groups out from their extra English sessions to run this programme with them. This will run all year.	Librarian to monitor students' progress and confidence in liaison with English teacher.	Evidence of outcomes: pre and post tests for Read, Write, Inc.
Targeted Tutor Group Intervention 1: Lowest scores with Lead Practitioner English weekly	£400	5 students with the lowest reading scores meet with Lead Practitioner English every Wednesday morning during tutor time. Together they follow the Rapid Plus Reading programme which focuses on small group reading and comprehension skills. This group will then begin to read more complex short texts to support both comprehension and inference skills.	Their progress is monitored weekly with Lead Practitioner English. Comprehension and inference focus.	Evidence of outcomes: retake of 2019 SATs paper Results from NGRT tests
Targeted Tutor Group Intervention	£195	13 students (reading scores 95-97) meet with English teacher every Wednesday morning during tutor time.	Their progress is monitored weekly with a	Evidence of outcomes: retake of 2019 SATs paper

2: 95-97 scores with English teacher weekly		Together they follow the Rapid Plus Reading programme which focuses on small group reading and comprehension skills. This group will then begin to read more complex short texts to support both comprehension and inference skills	dedicated English teacher. Comprehension and inference focus.	Results from NGRT tests
Catch Up Intervention Groups (24 students)- small groups of 6 to 8 students	TBC	These students will be extracted from their English reading class, once a week, to partake in Catch Up intervention. These groups are run by English teacher and Lead Practitioner English and focus on 2 elements: 1. Small group reading a whole text. (Focus on reading and comprehension skills) 2. Bedrock Vocabulary programme. An online programme that focuses on vocabulary through reading small texts	Bedrock Vocabulary programme tracks and monitors alongside teacher monitoring with English teacher and Lead Practitioner English.	Evidence of outcomes: Bedrock feedback and results of testing
In class support for 14 students at 98-9	£6000	14 students with Reading score of 98-9. They are supported in class by their teacher who is able to focus support for them in reading lessons. Lead Practitioner English visits them in class for extra support and meets them half termly to check on progress.	Their progress is monitored regularly by Lead Practitioner English and she will use this data to set up more individualised intervention in the Spring Term.	Evidence of outcomes: Students to re-sit SATS paper later in the year to see improvement
Easter Workshop: 'Murder Mystery'	6 staff £1170	All students who qualify for Catch Up funding will be invited to the Easter Murder Mystery Day! Easter Catch Up day: The day focuses on key reading skills in the guise of a murder mystery and then results in the students writing a piece of extended writing based on their findings.	Director of English, Lead Practitioner English and Asst Head of Department to monitor engagement. Effort levels pre/post on dashboard for Catch Up students	Evidence of outcomes: Effort levels and conduct levels in assessment point
Provision of key texts for students	£618.93 plus VAT	Students have copies of three texts to read in and out of school to foster a love of reading and allow parents to support and consolidate learning at home		NGRT Reading tests Effort and conduct levels in assessment point

Planning and evaluation outline: Mathematics				
Strategy	Cost (£)	Summary of intervention	Monitoring	Impact
Assessment and identification of individual needs upon entry.	N/A	Class teachers and small group leaders to meet and discuss needs of students	Director of Mathematics and Deputy Head of Mathematics to oversee initial needs	Programme can be tailored to the needs of the differing levels below 100
Extra Mathematics lessons once a week in small groups (5 students). Timetabled for Tuesdays, Wednesday and Thursdays (1 session weekly per group)		Students will receive targeted intervention through extra Mathematics lessons focusing on both strengths and areas for development. Consolidation of current and primary learning.	Timetabled Maths teachers leading the sessions in liaison with class teachers.	
Mathematics intervention tutor group running once weekly in the mornings running for a course		Weekly tutor group intervention running for 6 to 8 weeks depending on the length of the term.	Director of Mathematics and Deputy Head of Mathematics to oversee progress and engagement	Weekly Sparx testing and for some students resit SATS
Invite parents in to model use of books and Sparx programme		Invite parents to a meeting at the College where intervention is explained and modelled, in a more informal/relaxed setting.	Class teachers to monitor progress with	
Nurture group: reduced class size 14 students with extra English lessons	TBC	Nurture group provision: 14 students with lowest on entry for SATS, in a small targeted intervention group. Higher TA support in lessons	Director of Mathematics and Director of SEND to monitor progress and Effort/Conduct of Nurture	Evidence of outcomes: retake of 2019 SATs paper and AP effort/conduct results
Nurture group: cross-curricular learning scheme with PE once a week during tutor		Nurture students will be invited to a cross curricular scheme with PE during tutor time on a Wednesday morning. The students will benefit from Physical Activity and applying key Mathematical skills in a practical setting.	Director of Mathematics and Director of SEND and Head of PE	
Students will be provided with an appropriate workbook to support their learning in Mathematics.		The book is designed to improve number fluency by building up number facts in students' long-term memory. Topics are interleaved so students will	Lead Practitioner in Mathematics and Director of Mathematics to oversee progress and testing	The testing helps students learn to choose appropriate methods for tackling different types of problems.

		practice several topics in one exercise, instead of repeatedly practising the same thing Students should be encouraged to spend 15 – 20 minutes a week practicing key skills at home.		Practice on each topic is spaced through the book at increasing intervals. Lead Practitioner and class teachers to monitor progress
Drop in support sessions for students using the workbooks with the questions throughout the workbook.		In Week B the Lead Practitioner will be available in H102 to support students at lunch time if they have any queries with the work they have been doing.	Lead Practitioner in Mathematics	