



Year 7 Catch Up Strategy: 2018 – 2019.

| Year | Amount |
|-------------|-----------|
| 2016 / 2017 | £6,000.00 |
| 2017 / 2018 | £6,500.00 |
| 2018 / 2019 | £4,500.00 |

| 1. Summary Information | | | | | |
|---|-------------------------|--|-----------|---|---|
| School | Hope School and College | | | Primary Need | Severe and Complex Needs including physical/sensory and challenging behaviour |
| Academic Year | 2018 - 2019 | Total Y7 Catch Up Budget | £4.500 | | |
| Total number of pupils in Y7 | 10. | Number of pupils eligible for Y7 Catch-up Funding | 4. | Date of most recent Y7 Catch Up Review | June 2018. |
| | | | | Date for next internal review of this strategy | June 2019. |
| <p>Year 7 literacy and numeracy catch – up premium is a government initiative which provides schools with additional funding to support Year 7 pupils who did not achieve at least Level 4 in reading or maths at the end of Key Stage 2.</p> <p>The whole ethos of Hope School and College lies within individual pupil progress through discrete challenging and progressive curriculum pathways. Students are fully supported and guided by an experienced and motivational team of staff. All pupils have set individualised targets, which can be accessed via specialised resources and equipment to match their needs through a differentiated and bespoke curriculum pathway.</p> | | | | | |

| 2. Planned expenditure | | | | | |
|--|---|--|--|--------------|--|
| Academic Year | 2018 - 2019 | | | | |
| Desired Outcome | Chosen action/approach | What is the evidence and rationale | How will you ensure it is implemented well? | Staff | When will you review implementation? |
| To ensure all Y7 pupils continue to progress in both numeracy and literacy | To implement appropriate interventions, support and resources to support progress : | 1-1 Tuition can accelerate and embed progress. | Staff member to continue to support pupil learning and appropriate strategies and/or | JW | <ul style="list-style-type: none"> - Through Class weekly liaison meetings - Regular Curriculum Drivers Meetings |

| | | | | | |
|--|--|---|--|--|--|
| | <ul style="list-style-type: none"> • Communication Group • 1-1 support • Lunchtime Activities • Sensory Processing / Busy Body Studio <p>English and Communication Fun Box Jo Eye Gaze Appropriate communication aids – Big Mac / Pecs / POD Appropriate reading materials Inclusion links Focussed group work</p> <p>Maths Appropriate communication aids – Big Mac / Pecs / POD Inclusion links Focussed group work</p> | Focussed activities / clubs within a social setting can be beneficial to pupils embedding strategies through 'fun' activities | cover staff experienced in pupil support | | <ul style="list-style-type: none"> - December 2018 – Assessment - June 2019 – Assessment Track and monitor individual progress via: <ul style="list-style-type: none"> - Attainment data - Staff feedback - Parental feedback |
|--|--|---|--|--|--|

Baseline :

| | | |
|-------------|------|--------------|
| Outstanding | Good | Satisfactory |
|-------------|------|--------------|

| | Reading | | Writing | | Spoken Language/Speaking | | Number | |
|----|----------|----------|----------|----------|--------------------------|----------|----------|------------|
| | Y6 | Y7 | Y6 | Y7 | Y6 | Y7 | Y6 | Y7 |
| 1. | 35% P1i | 36% P1i | 35% P1i | 36% P1i | 35% P1i | 36% P1i | 61% P1ii | 36% P1i |
| 2. | 56% P3ii | 62% P3ii | 56% P3ii | 64% P3ii | 56% P3ii | 61% P3ii | 60% P3ii | 72% P3ii |
| 3. | 54% P8 | 63% P8 | 49% P8 | 63% P8 | 47% P8 | 65% P8 | 50% 1c | 64% 1c |
| 4. | 69% P6 | 72% P6 | 68% P5 | 71% P5 | 68% P5 | 70% P5 | 14% P7 | 62% Estep4 |
| 5. | 48% P8 | 63% P8 | 8% P7 | 24% P7 | 58% P7 | 70% P7 | 62% 1c | 74% 1c |
| 6. | 22% P7 | 42% P7 | 58% P6 | 21% P7 | 50% P6 | 64% P6 | 46% P7 | 15% P8 |
| 7. | 51% 1a | 8% 2c | 48% 1b | 69% 1b | 66% 1a | 36% 2c | 14% 2c | 76% 2c |
| 8. | 67% P2ii | 70% P3ii | 67% P2ii | 70% P3ii | 67% P2ii | 70% P3ii | 48% P3i | 64% P3i |
| 9. | 55% P5 | 66% P5 | 39% P4 | 45% P4 | 28% P5 | 43% P5 | 55% P6 | 63% P7 |
| | 73% P7 | 57% 1c | 76% P7 | 63% 1c | 67% P7 | 80% P8 | 76% P8 | 39% 1b |

Yr 7 Catch Up Report: 2017 – 2018

Current Academic Year

2017 - 2018

Aim

Impact / Success Criteria

To ensure all Y7 pupils continue to progress in both numeracy and literacy

IMPACT :

| | | |
|--------------------|-------------|---------------------|
| Outstanding | Good | Satisfactory |
|--------------------|-------------|---------------------|

| | Reading | | Writing | | Spoken Language/Speaking+ | | Number | |
|--------|----------|----------|----------|----------|---------------------------|----------|----------|----------|
| | Y6 | Y7 | Y6 | Y7 | Y6 | Y7 | Y6 | Y7 |
| L.B. | 70% P1ii | 83% P1ii | 70% P1ii | 83% P1ii | 70% P1ii | 83% P1ii | 61% P1ii | 67% P1ii |
| B.P. | 74% P1ii | 22% P2i | 74% P1ii | 22% P2i | 74% p1ii | 22% P2i | 74% P1ii | 22% P2i |
| M.H. | 71% P7 | 15% P8 | 61% P7 | 21% P8 | 15% 1c | 46% 1c | 36% P7 | 75% p7 |
| K.J. | 9%P8 | 31% P8 | 8% P7 | 32% P7 | 2% 1c | 20% 1c | 29% P8 | 51% P8 |
| Z.C. | 50% 1c | 11% 1b | 44% P8 | 31% 1c | 42% 1c | 15% 1b | 56% P8 | 76% P8 |
| L.B. | 53% 1c | 79% 1c | 44% 1c | 70% 1c | 56% 1b | 12% 1a | 10% 1a | 27% 1a |
| S.A. | - | 54% 1c | - | 63% 1c | - | 56% 1c | - | 66% P8 |
| D.B. | 67% P8 | 12% 1c | 71% P7 | 16% P8 | 69% P8 | 40% 1c | 19% 1c | 40% 1c |
| B.H. | 26% P8 | 43% P8 | 75% P6 | 34% P7 | 63% P7 | 67% P7 | 75% P7 | 76% P8 |
| D.G. | 67% 1a | 37% 2c | 65% 1b | 40% 1a | 9% 1a | 61% 1a | 71% 2c | 45% 2b |
| H.W.T. | 12% 1c | 62% 1c | 58% P80 | 69% 1c | 10% 1b | 6% 1a | 24% 1b | 53% 1b |
| I.F. | 24% 1b | 49% 1b | 38% P6 | 42% P6 | 20% 1c | 34% 1c | 25% P7 | 54% P7 |
| A.L. | 33% 1c | 64% 1c | 7% 1c | 44% 1c | 71% 1c | 46% 1a | 71% 1c | 16% 1b |
| C.F. | 47% P7 | 76% P7 | 34% P6 | 48% P6 | 78% P6 | 0% 1c | 54% P6 | 36% P7 |

- All staff continue to access relevant training appropriate in addressing pupil need.
- Monitoring and tracking continue via:
 - Class weekly liaison meetings
 - December attainment monitoring procedures
 - Curriculum drivers and staff meetings
 - Parental feedback
- Continually review interventions
- 100% students made Good – outstanding Progress in Reading
- 93% students made Good – outstanding Progress in Writing
- 93% students made Good – outstanding Progress in Spoken / Speaking and Listening
- 100% students made Good – outstanding Progress in Number

Year 7 Catch Up : 2017 – 2018

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|-------------|------------|
| 2013 / 2014 | £5, 000.00 |
| 2014 / 2015 | £2, 000.00 |
| 2015 / 2016 | £9, 500.00 |
| 2016 / 2017 | £6, 000.00 |
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Students are fully supported and guided by an experienced and motivational team of staff. All pupils have set individualised targets, which can be accessed via specialised resources and equipment to match their needs through a differentiated and bespoke curriculum pathway.

| Aim | Action | Success Criteria |
|--|---|---|
| To ensure all Y7 pupils continue to progress in both numeracy and literacy | To implement appropriate interventions, support and resources to support progress : <ul style="list-style-type: none"> • Communication Group • 1-1 support • Lunchtime Activities • Sensory Processing / Busy Body Studio | As evidenced through individual pupil assessment and data |

Staff Training and Development

Training is a predominant feature for all members of staff to ensure continuity and consistency of approach across all key stages through school and college. In-house training is delivered by practitioners and lead members of staff who have accessed external training and feed back to whole school. External providers are also part of the learning

process either as practitioners (visual / sensory / behaviour) so that they can train staff through modelling strategies or as delivering a process for the school and college to themselves take on board and develop within the curriculum pathways.

English and Communication

FunBox Jo

Eye Gaze

Appropriate communication aids – Big Mac / Pecs / POD

Appropriate reading materials

Inclusion links

Focussed group work

Maths

Appropriate communication aids – Big Mac / Pecs / POD

Inclusion links

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| | Reading | | Writing | | Spoken Language/Speaking+ | | Number | |
|--------|----------|----------|----------|----------|---------------------------|----------|----------|----------|
| | Y6 | Y7 | Y6 | Y7 | Y6 | Y7 | Y6 | Y7 |
| H.M. | 57% P8 | 79% 1c | 45% P7 | 60% P8 | 1c | 34% 1a | 21% 1c | 79% 1c |
| H.T. | 43% P8 | 12% 1c | 59% P6 | 29% P7 | 60% P8 | 71% P8 | 21% 1c | 38% 1c |
| E.R. | 28% 2c | 0% 2a | 39% P7 | 26% 1b | 55% 1c | 73% 2c | 18% 2b | 44% 2a |
| N.D. | 69% P8 | 40% 1c | 69% P7 | 49% P8 | 63% P8 | 64% 1c | 61% L1 | 0% 1b |
| N.W.T. | 72% 1c | 56% 1b | 68% P7 | 58% 1c | 39% 1c | 9% 2c | 69% 1c | 39% 1b |
| E.T. | 2% P7 | 33% P7 | 31% P6 | 34% P6 | 16% P7 | 39% P7 | 73% P6 | 0% P7 |
| D.R. | 24% P3ii | 65% P3ii | 24% p3ii | 64% P3ii | 24% P3ii | 64% P3ii | 68% P3ii | 72% P3ii |
| J.G. | 11% P8 | 57% P8 | 0% P6 | 56% P6 | 62% P6 | 76% P6 | 11% P7 | 39% P7 |
| B.S. | - | 42% P6 | - | 38% P6 | - | 0% P5 | - | 54% P6 |