

Catch Up 2018-19

Funding: £24,793 in 2018/19

Evaluation of 2018/19 Provision and Actions for 2019/20

Numeracy Lessons

Catch up students were supported in class through numeracy lessons taking place once a fortnight. Those students who needed the most support (KS2 score of 90 or less) were invited to one hour a week of small group intervention after school.

Student progress in numeracy lessons is measured by comparing standardised numeracy scores at the start of Year 7 and then again at the end of Year 7 (standardised Numeracy test, S. Chinn, 2016). Last year, 75.7% of Year 7 students in numeracy set 3 were below the 50th percentile, however by the end of Year 7 that had improved to 46.7% - meaning nearly 30% had improved to above the 50th centile. The average improvement in these bottom sets was 8.3 percentiles.

Although there will be little change to numeracy lessons for 2019/20, we will be encouraging independence by incorporating more reflective tasks and increasing the amount of reasoning taking place in these lessons.

After school catch up was run by the mathematics HLTA in 2018/19 and student take up was a little disappointing. To improve student participation in 2019/20 the catch-up sessions will be run by RAN. We plan to host a Saturday morning session before half term in collaboration with the English department. Parents will be invited in to get advice and support on how to support their children at home. They will have the opportunity to try out some of the activities which students complete in the after-school sessions and we plan to give families packs of activities they can use with their children at home.

After-school catch up activities follow the Springboard scheme of Year 7 intervention, supported with activities from the dyscalculia toolkit and other activities designed to foster greater confidence and reduce anxiety.

Summer School

Students who were not expected to achieve their targets at the end of Year 6 – along with some vulnerable students who benefitted from additional transition support – were invited for a day of Numeracy and Literacy support at Oriol.

Activities were all themed around the 'Big Read' book. Oriol staff, including LAs observed and worked with students which gave invaluable insight, informing decisions about support in lessons for Year 7 in 2019/20. By theming the activities around the 'Big Read' book, we were able to improve participation and engagement, which will then feed into Year 7 English lessons.

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We have been able to reduce the anxiety experienced by the weakest and more vulnerable students as they transition into Year 7 as they now already know some key members of staff and are more familiar with the building and Oriell routines.

PP students were encouraged to complete transition activities and additional Numeracy and Literacy activities over the summer holiday in exchange for a scientific calculator – to help them be prepared for the start of Year 7.

For the 2018/19 Summer school we invited all of the students over three days, instead of just one day. This meant that staff were able to work with more students on extended activities. It also gave the students more opportunities to meet other students from different feeder schools – and to make new friends (this was particularly beneficial for those students coming from smaller feeder schools). We will track the progress of these students through the year, but already there has been a noticeable improvement in how quickly the catch-up students have settled and their confidence in lessons grown. 30% of the summer school cohort have evidenced them engaging with Numeracy and Literacy activities over the summer holiday.

Accelerated Reader – AR has supported our students in improving their reading age. We assess students at the beginning of the year and have found a considerable improvement when we assess students at the end of the academic year, with most students improving their reading age by at least 11 months. We have had some outstanding progress from individual students. For example, a Year 8 PP and catch-up student had progressed from a reading age of 7:01 to 9:09.

Bedrock Learning – Bedrock Learning has supported our students in increasing their understanding and recognition of vocabulary. This is a key area we are looking to improve upon to set students up successfully for their GCSEs. We have found that the average percentage increase of student knowledge and understanding of vocabulary had increased by 18% across all pupils in KS3 and KS4. This can be broken down into the average improvement across year groups. Year 7 – 14%, Year 8 – 20%, Year 9 – 21%, Year 10 - 18% and Year 11- 12%. We do expect this decrease in Year 11 as students begin to focus more on other revision resources, such as timed exam question practice. Across the entire Pupil Premium cohort the average percentage increase was 20%. Girls had an average improvement of 18% while boys 20%.