

Lostock Hall Academy Catch-Up Intervention Report 2016-2017

National Context

The DFE provides additional funding to schools for each Year 7 student who has not achieved a level 4 (standardised score of 100) in reading and/or mathematics at the end of Key Stage 2.

At Lostock Hall Academy, these students receive an amended curriculum and additional support, developing key skills and "catching -up" to age-related expectations. This enables them to fulfil their potential at secondary school and gain a clear post 16 pathway.

Funding

Year 7 Catch-up funding from DFE: £0

Reading Approaches

Despite no catch-up funding being available to LHA for this academic year, the following initiatives took place for the 23 students whose reading standardised scores fell below 100:

- Differentiated English lessons, addressing the specific needs identified in benchmark testing and analysis of the KS2 reading SAT
- Indirect Dyslexia Support programme delivered within weekly library lessons
- Monitoring of book borrowing through weekly library lessons
- 1:1 reading in tutor time (Reading Buddies scheme)
- Progress Unit teaching by an English specialist TA – lunchtime reading comprehension nurture group
- In-class support from an English specialist TA

Numeracy Approaches

The following initiatives took place for the students who entered below a standardised score of 100.

- Purchase of Birmingham Maths Team Intervention books to use in lessons
- Use of Springboard 7 for teaching purposes
- TA support in class once a week
- 2 students moved up into P band due to progress
- Small group intervention with TA (Numeracy and Literacy) once a week when possible
- Use of GCSE papers from Year 7 to allow familiarity of papers from the start
- Mastery approach to learning adopted
- Use of mathsworkout weekly during lessons to allow consolidation of work

The Impact of Year 7 Reading Interventions

Reading Focus	Number of Students before Interventions	Number of Students after interventions
Progressing to expected standard	0 (100%)	16/23 (70%)

The Impact of Year 7 Mathematics Interventions

At the end of the academic year the students were assessed under the LHA Tier system.

Year 7 LHA Tier
1c – 7 students
1b – 2 students
1a – 1 student
2c – 1 student
2b –
2a – 1 student
3c – 2 students
3b – 1 student

Continuing Intervention for Catch-Up Students at LHA

2015-16 Catch – Up Cohort – Year 8

Tracking progress in English

7 students in total	Below expected standard in Eng	Expected standard in Eng
Year 7 end	1 students (25%)	6 students (75%)
Year 8 end	1 students (25%)	6 students (75%)

Reading Intervention Strategies:

- Although the academy did not receive any funding for this year group, staff continue to track the students that were teacher assessed at being below the expected standard on transition.
- The curriculum continues to be adapted to the SEN needs of the cohort (MLD, dyslexia and EBD), for example the class receives a weekly lesson dedicated to basic literacy skill.
- All students have continued to receive IDL support, for phonics revision.

Numeracy Intervention Strategies

End of Year 8 tier- 2b (Tiers reassessed at end of academic year so although given a 2b when tiers were amended this would be a 3b)

The following initiatives took place for the 1 student who entered below a level 4:

- In class support from class teacher who was also SENDCO during Year 7
- Differentiated tasks were set within lessons.
- TA support where available
- Peer support
- Class teacher support
- Mathsworkout, mathwatch available to use in school and at home

2014-15 Catch – Up Cohort – Year 9

Tracking progress in English

7 students in total	Below expected standard in Eng	Expected standard in Eng
Year 7 end	4 students (57%)	3 students (43%)
Year 8 end	1 student (14%)	6 students (86%)
Year 9 end	0 student (0%)	7 students (100%)

Reading Intervention Strategies:

- One of the students has made more than expected progress and has moved up a set for increased challenge.
- The curriculum continues to be adapted to the SEN needs of the cohort (MLD, dyslexia and EBD).
- The class size remains small (6 students) so that work can be highly differentiated to individual needs and that the students receive quality time with the class teacher.

Tracking progress in Mathematics – started following three Year GCSE so end of Year 9 based on GCSE topics

Entry to LHA 7 students in total	Year 7 end	Year 8 end (increased level within levels)	Year 9 GCSE Grade
2 1 student (14%)		2 2 students (29%)	Grade U – 6 students
3c 1 student (14%)		3c 1 student (14%)	
3b 2 students (29%)	3b 4 students		Grade 1 – 1 student
3a 3 students (43%)	3a 1 student (14%)		
	4c 1 student (14%)	4c 2 students (29%)	
	4b 1 student (14%)		
		5c 2 students (29%)	

Numeracy Intervention Strategies:

- One-to-one catch up sessions with specialist maths teacher during term 3.2 Year 7 and 1.1 Year 8
- Small group withdrawal
- TA support where available
- Individual sessions with Year 10 Maths prefects during Ready to Learn time.
- Peer support
- Class teacher support
- Differentiated activities
- Mathsworkout, mathwatch available to use in school and at home

2013-14 Catch – Up Cohort – Year 10

Tracking progress in English

3 students in total	Below expected standard	Expected standard
Year 7 end	1 student (33.3 %)	2 students (66 %)
Year 8 end	1 student (33.3 %)	2 students (66 %)
Year 9 end	1 student (33.3 %)	2 students (66 %)
Year 10 end	0	3 students (100%)

Reading Intervention Strategies:

- Two of the students have been moved from the SEN set into a higher set, for increased challenge and continuing progress.
- Students in this cohort continue to receive TA support in English, including withdrawal where necessary.
- All students have continued to receive IDL support, for phonics revision.

Tracking progress in Mathematics

Entry to LHA (8 students)	Year 7 end	Year 8	Year 9 end (increased level within levels)	Year 10 GCSE grade
N 1 student (12.5%)				GCSE Grade U - 1 student
	2c 1 student (12.5%)			GCSE Grade 1- - 1 student
		2b 1 student (12.5%)		GCSE Grade 1 - 1 student
			2a 2 students (25%)	GCSE Grade 1 – 3 students
3b 2 students (25%)				GCSE Grade 1+ - 1 students
3a 5 students (62.5%)			3a 1 student (12.5%)	GCSE Grade 2- - 1 student
	4b 5 students (62.5%)	4b 5 students (62.5%)	4b 1 student (12.5%)	GCSE Grade 2 – 1 student
	4a 2 students (25%)	4a 2 students (25%)	4a 1 student (12.5%)	
			5c 3 students (37.5%)	

Numeracy Intervention Strategies:

- One-to-One support with specialist maths teacher during Year 7 and early Year 8
- Peer support
- Class teacher support
- Differentiated activities
- TA support where available
- Seated with higher attainers for support
- Maths prefect support
- Use of method maths, mathswatch and mathsworkout during lessons and at home
- Personalised work to allow consolidation
- Small group intervention following topic tests
- Mixed ability classes brought in for Q band

2012-13 Catch – Up Cohort – Year 11

5 students in total	Below expected standard	Expected standard
Year 7 end	2 students (40%)	3 students (60%)
Year 8 end	0 students (0%)	5 students (100%)
Year 9 end	3 students (60%)	2 students (40%)
Year 10 end	3 students below grade 3	2 students at grade 3
Year 11 end	1 student with complex SEN needs did not make 3LOP (Grade 2)	4 students made 3LOP (80%)

Reading Intervention Strategies:

- The student who remained below the new GCSE standard (with SEN considerations) continues to receive Literacy TA support and has completed 'Step-Up to English', alongside his GCSE course.
- Four of the students in the catch-up cohort were in receipt of the pupil premium and have consequently received support in the form of after school intervention and purchased revision materials.
- The students that are below the expected standard have received specialist English TA support in English lessons.
- Two of the pupil premium students in the cohort received one-to-one tuition from an experienced English teacher.

Tracking progress in Mathematics

Entry to LHA (8 students)	Year 7	Year 8	Year 9	Year 10 (New GCSE spec.)	Year 11 (New GCSE spec.)
N 1 student (12.5%)				Below 4 student (50%)	GCSE Grade 1 – 4 students
	2c 1 student (12.5%)			1- 1 student (12.5%)	GCSE Grade 2 – 3 students
	2b 1 student (12.5%)			1 1 student (12.5%)	
				1+ 1 student (12.5%)	GCSE Grade 3 – 1 student
3c 2 students (25%)	3c 6 students (75%)		3c 2 students (25%)		
3b 1 student (12.5%)		3b 2 students (25%)		4 1 student (12.5%)	
3a 4 students (50%)		3a 2 students (25%)	3a 2 students (25%)		
		4c 2 students (25%)	4c 1 student (12.5%)		
			4b 2 students (25%)		
		4a 1 student (12.5%)			
	5c 1 student (12.5%)	5c 1 student (12.5%)			
			7c 1 student (12.5%)		

Numeracy Intervention Strategies:

- Small group intervention during registration by specialist, priority given to disadvantaged students during Year 11
- TA support in class
- Small group lead by cover supervisor in Year 10
- One student performed particularly well and moved up two sets by Year 9
- Differentiated work
- Small class teaching where possible
- Support from maths consultant and maths governor with exam preparation in small groups
- Withdrawal from core PE lessons for additional maths support from a numeracy and literacy TA.
- Revision materials provided for those students who are also PP.