

Ormiston  
**Meridian** Academy

**Year 7 Catch Up Premium Plan  
Interim Evaluation  
February 2019**

**Success  
through hard work,  
effort and practice**

# Year 7 Catch up Premium

## 1) Literacy Evaluation

Actions and impact so far:

- 16 students have been supported to develop their reading fluency through the Fresh Start programme during AR1 and AR2. The impact at AR2 is that 10 of these students have developed their reading fluency skills to the appropriate standard and have therefore, graduated from the Fresh Start programme. These students have now moved onto the Smart Reading programme which supports students to develop their reading comprehension. These students are on track to catch-up by the end of year 7 and graduate out of the programme entirely.
- The other 6 students are continuing with Fresh Start until they develop their fluency further. These students have currently completed two thirds of the programme modules and are expected to graduate by AR3.
- All Catch Up reading students have been invited to participate in Early Bird Reading (EBR) which has been combined with PAIR reading. The purpose of EBR/PAIR reading is to boost confidence, remove fear of reading and engender a love of books. 17 out of 20 students have attended this programme but on an inconsistent basis (less than 50% of the time). 8 students attend regularly (more than 50% of the time). 3 students have not engaged.
- The progress for those students who attend EBR/PAIR regularly is on average 7 months over the five months since September, evidencing 40% accelerated progress.
- Of these 20 students, 12 have made accelerated progress with an average 11 months progress in their STAR reading data.
- Student voice of 8 students: 100% declare increased reading enjoyment and benefits of attendance. 63% attest to improved confidence and reading ability. 44% said that their ability to decipher new words has improved, with 33% acknowledging the support of their peer mentors.

Overall impact:

The triangulation of STAR, Fresh Start and AR Assessment data (Internal assessments) demonstrates that:

- 8 students are 'Excelling and their STAR data, AR Assessments and Fresh Start data all demonstrate that these students are on track to catch Up to at least the appropriate standard by the end of year 7.
- 1 student is making expected progress and requires further Fresh Start intervention, EBR and PAIR.
- 6 students require further development and are currently not on track to Catch Up to the expected standard by the end of year 7.
- Is the provision having the desired impact? Yes, the majority of students evidenced accelerated RA progress, with an 80% improvement of phonic awareness reported and increased confidence in reading aloud. 78% of pupils report that they now enjoy reading, with only one student still classified as a reluctant reader.

Next Steps between AR2 and AR3:

- Provide Fresh Start/Smart Reading training for all colleagues who teach or support Catch Up cohort to ensure the reading strategies are taught with increasing consistency.
- Ensure that the Catch Up TA model that is currently implemented remains in place to ensure
- Re-group the Fresh Start cohort to ensure that the students who require further development have additional support
- Coordinate SEND and reading strategies carefully for those SEND Catch Up students who require further development (Sharon what specific SEND things happen? How are SEND strategies linked in with the reading provision?)

- Develop professional relationships with parents of students who do not engage with EBR
- Analyse and remove barriers to EBR for students attending less than 50% of the time.

## 2) Mathematics Evaluation

Actions and impact so far:

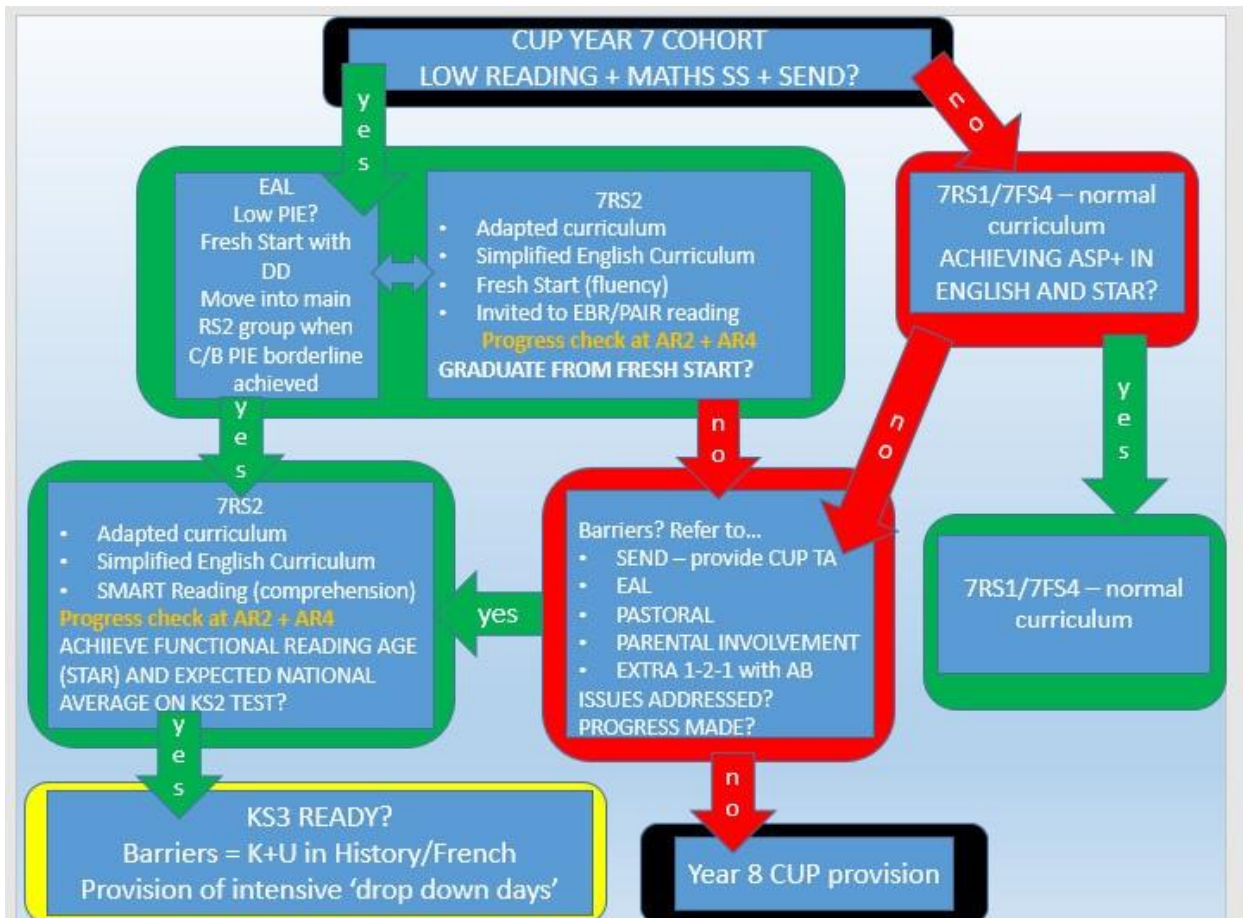
- On entry to year 7, 15 students with the lowest combined scaled score in Maths and English were placed into RS2. In Maths this has meant following a foundation curriculum that runs separately to the main KS3 curriculum. Baseline testing in Maths was carried out using the Star Maths Test. These test results showed that only 1 student in the CUP group performed in line with their KS2 result; the remainder of the class were significantly below this measure with 12 out of the 15 achieving a score of below 90. From the baseline to AR1 8 students had made progress from their baseline test. In AR2, 10 students had made progress from their baseline test with 5 of these students raising their score from the baseline by 5 or more. By AR2, 2 students had achieved a score of over 100 and 8 had achieved a score of over 90. Based on the data collated from Star Maths it appears that Accelerated Maths delivered in CUP group lessons is having a positive impact on progress for the majority of students however 5 students have made limited or no progress.
- Passport Maths training has been delivered to Dan Blundred (CUP group teacher), Adrian Brereton (CUP Group teacher) and Nicola Brammer (CUP group TA). It is clear that this intervention will be useful for our Catch up students however moving forward this intervention will not be the correct one for students in 7RS2.
- Small group teaching and TA support – 7RS2 are the smallest class in Y7 and have a dedicated TA across all subjects. Data suggests that this setting is having a positive impact on assessment results as AR2 data shows the following:
  - 13 out of 15 students are at least on track and making expected progress
  - 5 out of 15 are excelling and making better than expected progress
  - Only 3 students are identified as emerging meaning they are only a sub-level below their target

Next Steps between AR2 and AR3:

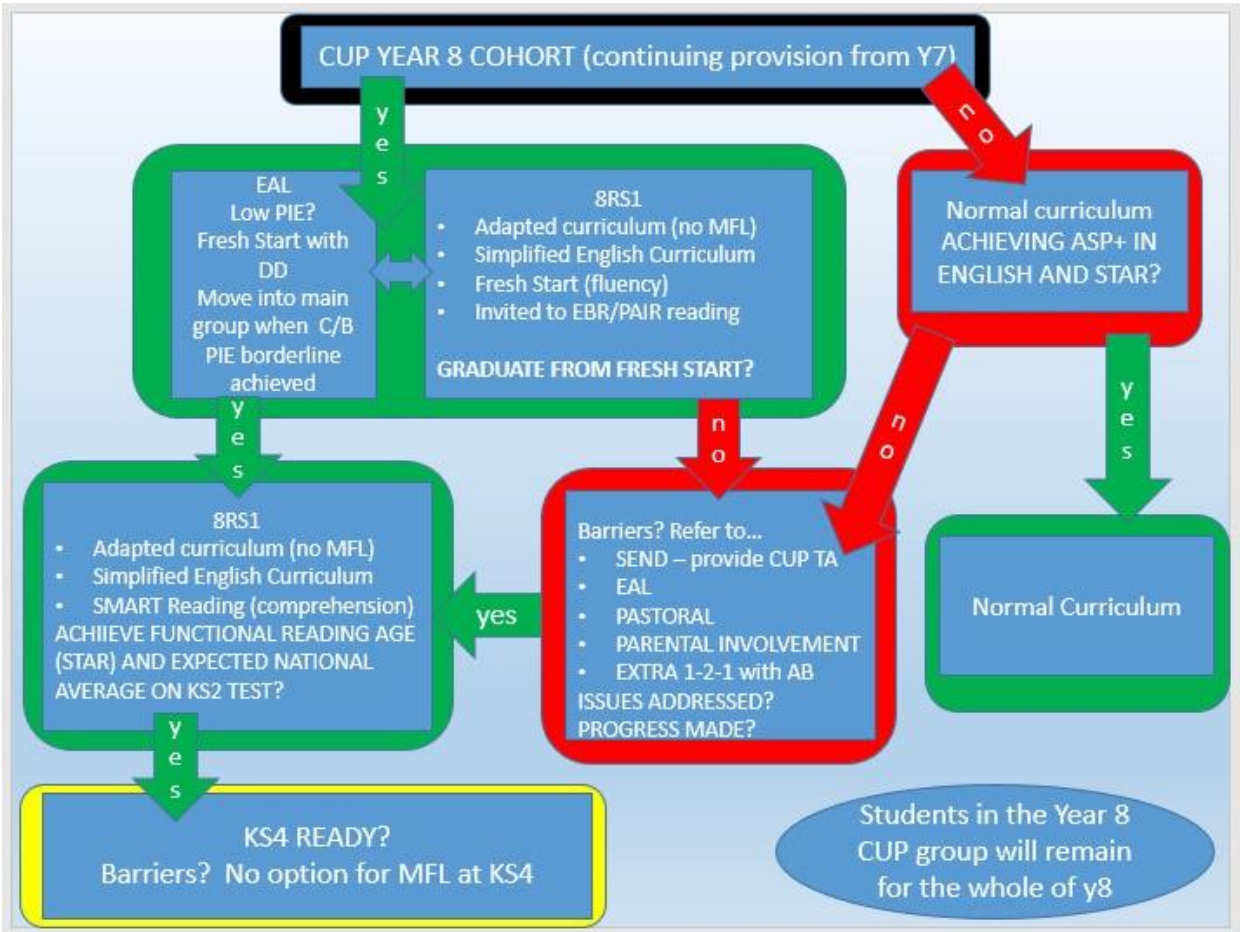
- Confirm which students will be part of the Maths passport programme and deliver relevant training to the class teacher. This may also mean purchasing more places for the program. This will ensure that the CUP support and strategy covers both RS1 and RS2 and means all students who enter with average scale score below 100 are supported in catching up.
- Develop a more structured foundation curriculum for RS2 using Springboard Maths or equivalent to support students in basic number work.
- Visit local primary school settings to see how the basics are delivered at KS2 with a particular focus on the use of Numicon in order to develop good practice and consistency in teaching the fundamentals of maths.
- Make referrals to SEND with regards to those learners who are part of the RS2 CUP group that have made limited or no progress to put in place other strategies and support.
- Assign Numeracy work as part of the additional hours of CUP sessions delivered by Adrian and Sarah Brereton.
- Create a clear map of the pathways taken when students enter the school as CUP students in Maths.

## Appendix

A) New Y7 Literacy Provision Flowchart



B) New Y8 Literacy Provision Flowchart



C) New Y7 Mathematics Provision Flowchart

