

## Sydenham School Year 7 Catch Up Premium Action Plan 2018-19

Not Secondary Ready are students who have not reached the score of 100 in their SATS at KS2 in either GPS, Reading or Numeracy.

This is the profile of our current Year 7:

<b>Current y7 KS2 SATS Subject</b>	<b>% Yr 7 KS2 'Expected Standard' (100+)</b>	<b>2018 National Average 100+</b>	<b>%Yr 7 KS2 score 110+</b>	<b>Number of students below 100 in KS2 SATS</b>
Maths	83.40%	76%	28.44%	31 (13.7%)
Reading	81.28%	75%	46.22%	36 (15.9%)
GPS	82.98%	78%	48.01%	32 (14.1%)
All three	73.19%	64%	18.72%	14 (6.6%)

The purpose of the booster intervention provision at Sydenham is to close the gap from KS2 enabling students to be fully integrated into the main curriculum as quickly as possible. Of the students who were Not Secondary Ready in one or more than one of the categories, eight students are Pupil Premium.

In 2017-18 Sydenham School received £14,500 Year 7 literacy and numeracy catch-up funding and we anticipate a similar level of funding for 2018-19.

This funding is being spent in the following ways:

- £11,500 to fund Literacy and Numeracy classes delivered by English and Maths specialists and smaller class sizes in Maths (10 sets rather than 8)
- £2,000 for specialised Inclusion teaching delivering the Literacy and Numeracy curriculum for 3 hours per week
- £1000 to fund literacy (Oxford University Press Catapult programme) and numeracy resources
- Small group specialist teaching in Literacy and Numeracy

In September, every student completed a SATS style baseline test in English and Maths to assess their current level of attainment and to see how it compares to their KS2 SATS tests. Students who are working at the expected level or 98+, will be closely monitored in their English or Maths lessons and supported through Quality First Teaching.

The booster interventions are divided into:

- Maths;
- Grammar, Punctuation and Spelling;
- Reading;
- A specific group for the students who have the lowest levels in Reading and GPS and who have SEN needs.

A key focus area from each student, based on QLA from their SATS, is used to provide students with a target, which is monitored and reviewed regularly. Once they have achieved the expected standard, the students are reintegrated into their main timetable to reduce the impact on the broader curriculum.

The Success Criteria for the NSR Programme:

- All 90-100 students achieve Secondary Ready Status by the end of Year 7
- All 80-90 students achieve 95+ by the end of Year 7
- All students who are 90-100 reach their chronological reading age by the end of Year 7
- All 80-90 students improve their reading age by 2 years by the end of Year 7

All staff are aware of the specific needs of the students when planning for their lessons, assessments and marking. Parental meetings take place once a term to support with the progress of these students.

All students in Year 7 and 8 follow the Accelerated Reader programme to imbue a love of reading and accelerate their reading age.

### **The impact of this provision in 2017/18:**

In 2017-18 the profile of Year 7 was:

<b>Current y8 KS2 SATS Subject</b>	<b>Number of students below 100 in KS2 SATS</b>
Maths	40
Reading	42
GPS	34
All three	17

In 2017-18 the Year 7 Catch Up Premium funding was spent on:

- £11,500 to fund Literacy and Numeracy classes which were delivered by English and Maths specialists and smaller class sizes in Maths (10 sets rather than 8)
- £2,000 for specialised Inclusion teaching delivering the Literacy and Numeracy curriculum for 3 hours per week
- Small group specialist teaching in Literacy and Numeracy

### **Numeracy Catch Up**

There were 21 students identified for Numeracy booster intervention. All students sat a baseline test at the beginning of Year 7 and a test at the end of Year 7 to assess their levels of attainment. 95% of the students made progress 35% made good progress.

### **Literacy Catch Up**

There were 31 students identified as Not Secondary Ready in Grammar, Punctuation, Spelling and Reading. 35% of the students made good progress using the DOLIs assessment system and were re-integrated back into the main curriculum. Of the remaining, in 2018-19 students who achieved particularly low scores in their SATs or who continue to need support, receive this via the Skills for Learning sessions.