

Catch-up Provision Plans 2019-20

NMS received similar levels of funding, just under £8000, for Catch-up provision this year to the previous year, based on similarities of the cohort and our activity and future planning follows:

English

This provision last year focused first on reading before writing. Reading intervention focussed on small group inference skills with the English HLTA. For writing, the first half term allowed class room teachers to reach a more refined understanding of what the barriers are for NSR students and also, where possible deliver Wave 1 in-class intervention and take note of any improvements that have been made. For writing, effective Wave 1 interventions were put in place in class initially to help overcome barriers. These were addressed through focused formative feedback and greater employment of timed writing to regularly assess progress. A writing group had begun before lockdown but did not run its full course.

Reading

Intervention focused on inference skills. The criteria for graduation was an improvement in inference from start to finish of input. This varied depending on starting point. The groups were arranged roughly by ability (Group 1 had the lowest reading scores, Group 2 had scores in the mid 90s, and Group 3 were closest to working at expected level).

At the end of Half-term 1 HLTA/KS3 English Lead assessed progress and reviewed the groups. Some students from the lower groups continued but worked on the harder materials.

Of the students eligible for Catch-up funding (37), 73% received intervention to improve their inference and analytical writing before lockdown. From this cohort, all had managed to either progress sufficiently to leave the programme, or had made enough progress to move on to more challenging material in the sessions.

At the last report, 59% of the cohort were now performing at or above their target grade with 52% working at a level that would suggest a 'good pass' or better was likely at GCSE. Of those not on target, 37% were just below and making good progress towards their target grade. Only 7.4% were more than one grade below where we would expect them to be.

Writing

The barriers preventing good progress in writing were mainly due to poor technical accuracy. As a result, we began a writing intervention focussing on improving the accuracy of spelling, punctuation and grammar. This was beginning to have an impact before lockdown. Of the cohort identified as needing additional intervention for writing (23), 39% had made sufficient progress to be on target, 47% were just below target and 8.6% were more than one grade below target.

Maths

Initially, there were 29 students who gained a scaled score of less than 100. 9 of these did not take SATs. For the first 5 weeks they were supported by the Maths HLTA rotating through the 5 classes. This has enabled the maths team to assess most acute needs and build relations and readiness for support that can be built upon later.

After the 5th week assessment, the 29 students' needs were accessed as follows:

- 59% (17) had, through in-class support achieved such that they were able to continue with their maths education in class with Wave 1 support.
- 41% (12) of them have received a programme of additional Wave 2 support and of these 12:
 - 75% (9) have subsequently increased their grade
 - of which
 - 58% (7) have increased by 1 grade
 - 83% (1) have increased by 2 grades
 - 33% (4) have made progress but not sufficient to be SR

In reviewing the progress of the full NSR cohort (29 students) one year on.

- 4 Students are currently accessing their work from 1 of the 3 challenge groups and hence no longer require support
- 12 students achieved a grade 1 following the initial 5 weeks of support
- A further 6 achieved a grade 1 by the first snap shot of Y7
- 7 Students have since achieved a grade 1 in the current Y8 assessments.
- There remain 4 students who have not achieved a grade 1 as yet, and are currently accessing continued support with the school's Maths HLTA through the passport maths programme.

Catch-up 2020-21

English

Initial analysis of students' performance upon arrival has identified a clear need for writing intervention and this is likely linked to the significant disruption to their Y6 learning. We will liaise with staff to form groups for extraction initially so that they can focus on improving their writing accuracy.

There will also be significant Wave 1 intervention as the result of the assessments conducted at the start of term, and as the result of regular assessments in class to monitor the progress of students. We will also use the CATS data to identify students who will find accuracy a barrier to progress as these are available. The progress of this cohort will be monitored on a half-termly basis.

Maths

In response to the extraordinary circumstances related to the ongoing Coronavirus Crisis, The passport maths sessions have continued into Y8 for all 12 students and will conclude at the end of the Autumn term 2020, to minimise any 'learning loss' due to the missed time in face-to-face lessons in the previous year.

In the new intake of Year 7s, who all experienced significant educational disruption due to the Coronavirus crisis, there are 27 students who following assessment have gained a score which would be deemed below 100 as a graded SAT score. These students have been taking Maths lessons in mixed groups - 5 tutor groups. And now will be grouped into one of three mixed ability groups.

For first 5 weeks they have supported by the Maths HLTA rotating through the 5 classes. This has enabled the team to assess most acute needs and build relations and readiness for support that can be built upon later.

Following the assessment now we are having discussions regarding which student require extra support and these will be offer both support in lessons as well as a once a week extraction to build knowledge of their basic number skills. The groups will be monitored and altered as the year progresses based on the immediate needs of the students. As well as

enabling us to form two Challenge groups this allows us to reassess the level of all students. At this stage in previous years the below secondary ready cohort has typically halved as we convert borderline students and bring forward others quickly with our short period of specialist input.