

## **Catch up 2016-17**

The catch-up funding for 2016-17 of £20,000 was spent on maintaining the nurture group for final year, paying for specialist primary transition teachers and support staff to ensure that a number of identified students could be taught in a small class with a high teacher / student ratio, similar to a primary school setting. The nurture class was based on the primary school model, which involved a specialist classroom to limit movement around the large school site, fewer numbers of staff teaching the range of subjects to develop familiarity and self-confidence and to focus on the transition from primary curriculum to the demands of a mainstream secondary curriculum. It was felt that in the past this scheme supported the young people in achieving a more fluid transition and allowed issues such as attendance, homework and anxiety to be addressed promptly, with the overall aim being to make good progress.

**Nurture** - 11 students identified as being most in need of nurture. The 11 students were chosen on the basis of very low scores or specific SEN learning needs. Where KS2 tests scores were not available information was sought from primary schools though the transition work. Of 178 students 64 had an EAP baseline of less than 100, with 53 students having a KS2 score of less than 100.

**Data** - The school has transitioned from NC levels to Assessment without levels. The expected progress for each student should be graded 3 or higher. A progress score of 2 or less indicates less than expected progress from their KS2 starting point. Of the 64 students who had an EAP baseline of less than 100, 53 made expected progress or better in English (83%). 2 out of 11 nurture students made expected progress or better (18%). Of the same 64 students, 37 made expected progress or better in Maths (58%) whilst only 1 out of the 11 nurture students made expected progress or better (9%)

## **Conclusion**

There are lessons to be learnt from this analysis as the nurture group has had little positive impact on progress in either English or Maths. Whilst there have been many social and emotional benefits for the students the focus must remain on spending catch-up funding on short term interventions to ensure rapid progress in key areas—Moving forward the school will ensure that every student who is not deemed “Secondary Ready” receives Catch-up intervention which will support rapid progress in the first few weeks of secondary school. As a result of a number of facets including this data the nurture group no longer forms part of our curriculum plan, instead students have been transferred to a key tutor group where additional support and SEN staff support on a daily basis. 8 teaching groups have been created rather than 6 and a nurture stream, to facilitate students having specialist teaching in all subject areas in smaller groups. This also allows students with higher ability in one particular subject to be moved into a higher set which wasn't possible previously.

## **Catch-up 2017-18**

Following an analysis of KS2 test scores, students with a score of under 85 are now part of the Fresh Start programme and students with a score of between 85-100 are now part of our Guided Reading programme. Additional CAT tests, GLR Literacy and Numeracy tests are being used to identify students who may have not been identified at KS2 for additional support.

The focus for the Autumn term is on Literacy and is being run through our Student Support team. These small groups with a focus on phonics, literacy, fluency and vocabulary run alongside English lessons and the whole school Accelerated Reader programme. Sixth form students will be trained as reading mentors for continuation of reading support following catch-up intervention.

Numeracy Catch Up is to be co-ordinated with the Maths department with frequent testing of progress to identify additional intervention needs.

PASS data will be used by tutors / HOH to provide individualised pastoral support for students involved in Catch-up programmes. Contact between home and school will be frequent and parents will be offered training sessions on supporting their child with reading and maths.

### Expected outcomes

The Teaching and Learning Toolkit (Higgins 2012) suggests the following gains, cost and applicability of these schemes:

Approach	Potential gain	Cost	Applicability	Evidence	Summary
Peer tutoring	6 months	££	English	****	High impact for low cost
Early Years intervention	6 months	£££££	Maths, English	****	High impact for very high costs
Phonics	4 months	£	English	****	Moderate impact for very low cost
Parental Involvement	3 months	£££	English and Maths	***	Moderate impact for moderate cost
Reducing class sizes	3 months	£££££	English and Maths	***	Moderate impact for high cost