

## Catch up Analysis (& 1:1 Intervention) 2016-1017

### Key Stage 3

The year 7 catch up intervention programme has been very successful so far this year; please see the impact of this intervention for the autumn term on the following pages. We had spent £ 8,000 towards staffing (1:1 tutors) to support pupils on year 7 intervention 2015/2016 and plan to do the same this academic year.

Alongside the catch up intervention programme we carried out 1:1 tuition sessions in English and Maths for year 8 SEND / EAL students. Below is the information that accumulates the catch up data and our 1:1 tuition sessions, we have measured the impact of this intervention according to the student's individual flight paths.

Subject	Total	On or Above Flight Path	Below Flight Path
English	43	93%	7%
Maths	31	90.4%	9.6%

### Plan

- We currently use the Maths learning journey, MALT tests, the single word reading test and school assessment data to measure the impact of our intervention.
- We are in the process of designing an English learning journey with measured outcomes alongside the standardised reading test. We are planning to visit a neighbouring secondary school to check how they assess their intervention in English as we are keen to update the procedure.

# **1. Impact of Intervention**

## **Year 7 Catch Up English and Maths Intervention Autumn I 2016**

### **English**

<b>Attended</b>	<b>Made progress with reading age</b>	<b>Reading age remained the same</b>	<b>Reading age went down</b>	<b>% Made progress</b>
<b>37</b>	<b>33</b>	<b>2</b>	<b>2</b>	<b>89.19%</b>

The focus for the intervention has been in line with the narrative writing scheme of work used in current Year 7 English classes. We also used strategies to enhance reading skills. We have retested the reading age using Single Word Reading Test and shown the impact on our Catch up grid in green. This intervention did not start at the beginning of term due to awaiting SATS KS2 results and a whole Year 7 cohort Single Word Reading Test being carried out. Using this information, key students were identified as requiring intervention.

### **Maths**

<b>Attended</b>	<b>Made progress with Learning Journey</b>	<b>Students who made no progress with Learning Journey</b>	<b>% Made progress</b>
<b>25</b>	<b>18</b>	<b>7</b>	<b>72%</b>

### MALT Diagnostic Testing and Intervention

Completed MALT	Made Progress	Remained the same	No Progress	% Made Progress
25	16	8	1	64%

The focus for the Maths intervention was Number line and Place Value in line with the Maths Department Scheme of Work. The Learning journey was used to show progress and impact of the intervention along with a diagnostic MALT test which also shows areas of weakness. These students were identified from primary liaison information.

The difficulty we have experienced during this intervention were that some students could only be removed from one timetable either A or B and not both. This meant that the intervention was halved as they only received one intervention over a two week period.

The Autumn II intervention is based on information received from results from POP testing, using lowest percentile along with students continuing intervention from Autumn I.

### Year 7 Catch Up English and Maths Intervention Autumn II 2016

#### English

Attended	Made progress with reading age	Reading age remained the same	Reading age went down	% Made progress
38	32	4	2	84.21%

The focus for the intervention has been in line with Private Peaceful fiction assessment used in current Year 7 English classes. We also used strategies to remember and identify persuasive devices and PEA paragraphs. We have retested the reading age using Single Word Reading Test and shown the impact on our Catch up grid in green.

The Spring I intervention is based on assessment data from Go 4 Schools on using lowest percentile along with students continuing intervention from Autumn II. There are also older students that will receive intervention as recommended by staff as needing extra intervention.

## Maths

Attended	Made progress with Learning Journey	Students who made no progress with Learning Journey	% Made progress
27	22	5	81.48%

## MALT Diagnostic Testing and Intervention

Completed MALT	Made Progress	Remained the same	No Progress	% Made Progress
27	17	9	1	62.96%

The focus for the Maths intervention was Multiplication in line with the Maths Department Scheme of Work. The Learning journey was used to show progress and impact of the intervention along with a diagnostic MALT test which also shows areas of weakness. These students were identified from the POP Testing results and students identified from previous intervention needing to continue with one to one due to being significantly below level.

The difficulty we have experienced during this intervention were that after the withdrawals had been arranged on the tutor timetables, there was a change to some students timetables due to maths staff changes, which caused some interventions to be cancelled after one or two withdrawals.

We also have analysed results from POP Testing and arranged one to one withdrawals for students that had scored low in these tests. In our opinion some of these students did not need any extra intervention as they were more than able to understand and complete the learning journey.

The Spring I intervention is based on assessment data from Go 4 Schools using the lowest percentile along with students continuing intervention from Autumn II.