

Year 7 Catch-up report 2019-20

Nightingale Community Academy receives an additional grant for Year 7 children who did not achieve at least expected progress in reading, grammar and/or mathematics at the end of Key Stage 2. The catch-up funding is designed to ensure that pupils who have not achieved their potential at KS2 are not disadvantaged by this and are provided with the opportunity to ensure that they have the same equality of opportunity as their peers by the time they leave compulsory education. In the financial year 18/19 the school received £2,333 of funding for this purpose.

There is no current data for special schools, however in terms of the National picture in 2019, 65% of learners met the expected standard in reading, writing and mathematics (combined) at the end of KS2. Disappointingly none of our learners achieved standard in 2019; 25% of learners were within 5 marks of this benchmark.

For 2019-20 the catch-up funding is £2,333. This will be spent in the following proportions:

Intervention 1: Diagnostic Reading Analysis Testing - £	
<p><i>Diagnostic Reading Analysis (DRA)</i> enables the testing of listening and reading comprehension and a single word reading test for less-able readers. Developed in partnership with the Helen Arkell Dyslexia Centre, this one-to-one standardised test helps to inform teaching and provide reading ages and measures for access arrangements including: reading accuracy ,reading speed, reading comprehension (including average answer time) and single word reading accuracy.</p>	
Anticipated Impact	Next Steps
1.To identify those children whose comprehension skills did not match their reading skills, and use this data to design literacy interventions to narrow the gap.	

Intervention 2: Handwriting OT - £420	
<p>1. Deliver 1:1 and universal Occupational Therapist (OT) interventions to make handwriting 'Easy to read, easy to do and fast enough!' 2. Deliver CPD to year 7 teacher(s) from the OT to enable use of a range of resources for universal interventions in the year 7 class. 3. Provide a range of physical support resources to aide fine motor and gross motor development in class (e.g. move-n-sit cushions and pencil grip aids) 4. Deliver short daily handwriting sessions.</p>	
Impact	Next Steps
80% of the year 7 cohort complete the handwriting programme 40% no longer need 1:1 interventions from the OT 80% can complete a 20 minute extended writing session and produce an A4 side of legible script	

Intervention 3: Accelerated Learners Group	
<p>1. To create a Personalised Curriculum for those learners who did not meet threshold. The curriculum will focus on the foundation skills in each subject such as phonics, root words for spelling, tiered ability books and basic problem solving and mental maths. Implementing resources that are proven to improve literacy and numeracy skills such as Lego Therapy, Lexonik and other kinesthetic Maths games and equipment. 2. Introduce the use of interactive programs such as Study Ladder to personalise learning to increase learner engagement. 3. Focus on 'Learning to Learn' skills that they can apply in other lessons when working within their class group. 4 Focus on Fine/Gross motor skills</p>	
Anticipated Impact	Next Steps
Reduce levels of anxiety surrounding the learning situation. Learners are more able to access more challenging aspects of the curriculum.	

Intervention 4: Numeracy	
<ol style="list-style-type: none"> 1. As part of her ongoing CPD, our Maths leader has undertaken comprehensive training on Dyscalculia. She will disseminate the new strategies to our dedicated numeracy teacher in KS3 and Numeracy LSP KS3 and KS4. 2. Baseline Assessments using AQA resources to identify gaps in numeracy knowledge and understanding. 3. The implementation of a cycle of academic 1:1 interventions using 'gaps analysis' to target areas where learner needs more support. 4. All year 7 learners are entered for Entry Level Functional Skills Maths. This is an important opportunity to practice skills under exam conditions with access arrangements in place. 	
Anticipated Impact	Next Steps
<p>100% of learners pass entry-level 1 accreditation testing.</p> <p>Improved confidence in maths lessons and in exam situations demonstrated by improved behavior and fewer recorded incidents of out of class behaviour during maths lessons</p> <p>Improved year-on-year performance with at least 50% achieving progress in line with agreed flight paths</p>	

Intervention 1: Transition therapy - £2,300 (Catch up contribution only)	
<ol style="list-style-type: none"> 1. Transition therapy designed for all year 7s to secure positive transition from Primary phase. 2. PCAP – parent/child therapy for up to 30% of year 7 learners with their mothers as identified by the therapy team. 3. Parent literacy classes to support parents when reading with their boys – delivered as part of existing parent support group protocols 	
Anticipated Impact	Next Steps
<p>At least 50% reduction in recorded high-risk behaviours</p> <p>At least 50% reduction in out of class behaviours</p> <p>20% Improvement in PASS survey outcomes – 'Feelings about School'</p>	