

Catch up Funding Report 2015-16:

Overview:

- During the 2015-16 academic year, Longdean had the following:
- 11 students who arrived with a prescribed level of below 4c (age related expectations) in English. Following testing, we also identified 12 students who we felt were on the borderline of a 4c when they left primary school and also required a boost in English.
- 27 students arrived with a prescribed level of below 4c (age related expectations) in Mathematics.
- During the year, we also gained 6 students through 'in year admissions' who arrived with a key stage 2 score of below 4c or, arrived without data and we felt required further intervention. They were added to intervention groups as and when appropriate in the intervention cycle.
- Each of these students was given an hour a week of Mathematics, English or combination support for these subjects from September to June.

Progress:

- Intervention testing English (test pre and post intervention): 19/23 (82%) significant progress
- Intervention testing Mathematics (test pre and post intervention): 20/27 (74%) significant progress
- Of the 6 'in year admission' students, 4/6 (67%) made significant progress from their starting points and two were identified for specific EAL support further to intervention

Key priorities for the use of catch up funding in 2016-17:

Following discussion with staff, students and parents and a review of intervention, we are changing the way we run catch up intervention in year 7:

- Appoint a full-time intervention tutor to support English and Maths to enable a consistency for the students
- Identify all students with a Key Stage 2 score below 100 and intervene on a priority basis 1-4
- Measure progress through progress testing specific to topic areas plus comparison with KS3 forecasts
- Develop a new mechanism for intervention for Maths and English (based on staff and student feedback):
 - Shorter blocks (5/6 weeks) but intervention on a daily basis
 - Same time every day to support the organisational skills of our weaker students
 - Maximum groups of 4
 - Regularly report progress to parents and teachers (every ½ term)
- Support literacy intervention with a 'whole school' approach including 'Drop Everything and Read' (DEAR)