



Year 7 Catch-Up Intervention Programme

Allocation

In 2018-19, Roding Valley High School received **£16404** in funding as part of the Year 7 catch-up initiative. Year 7 catch-up funding provides an extra £500 for every student who has not achieved “Secondary Ready” in reading and/or Maths. The funding is provided to assist these students to ‘catch up’ with their peers during the first year at the school.

In 2018 to 2019 we have received funding based on the same overall amount of year 7 catch-up premium funding we received in 2017 to 2018, adjusted to reflect the percentage change in the size of their year 7 cohort.

Intervention	Strategy	Intended impact
Small focused group intervention for English	<ul style="list-style-type: none"> An intensive literacy programme is delivered by an English Teacher and supported by LSAs Students will complete the most appropriate material from Lexia - focus on reading skills 	<ul style="list-style-type: none"> Focused intervention to gain maximum impact. A personalised learning approach to support individual’s needs. Develop spelling, punctuation, grammar skills, reading and comprehension.
Increased reading age and engagement – to support progress in English and across all subjects	<ul style="list-style-type: none"> Accelerated reader programme improves students reading ages. It also develops a love of reading and increased comprehension skills. Students working with the school librarian and their English teacher. 	<ul style="list-style-type: none"> Focused intervention to gain maximum impact. A personalised learning approach to support individual's needs.
Small focused group intervention for maths	<ul style="list-style-type: none"> An intensive numeracy programme is delivered by experienced Maths teachers to close the gap in understanding from Year 6. 	<ul style="list-style-type: none"> Focused intervention to gain maximum impact. A personalised learning approach to support individual’s needs. Develop rapid recall of facts e.g. number bonds, times tables, arithmetic methods. Develop problem-solving skills using key facts in real life contexts.



Differentiation whole school	<ul style="list-style-type: none"> • Differentiated approaches to learning to ensure progress and all students' needs are met. Access to an appropriate curriculum for their needs to promote progress. 	<ul style="list-style-type: none"> • Focused intervention to gain maximum impact. A personalised learning approach to support individual's needs. • Develop reading comprehension.
Resources	<ul style="list-style-type: none"> • Any additional resources deemed appropriate. Support learning and progress for students where additional resources are required to meet the needs of the students in relation to literacy and numeracy. 	<ul style="list-style-type: none"> • Focused intervention to gain maximum impact. A personalised learning approach to support individual's needs.

Impact

The impact of such funding will be monitored through assessment data, assessment for learning, behaviour, homework and attitude. Supportive strategies will be considered depending on the individual needs of students.

- **Of the 69 students below the English threshold for KS2, 78% are on track to reach at least a Grade 4 by the end of Year 11**
- **Of the 57 students below the Maths threshold for KS2, 56% are on track to achieve at least a Grade 4 by the end of Year 11**