

Christopher Whitehead Language College and Sixth Form

Year 7 Catch-up premium report 2018-2019

The school's allocation for 2018-2019 = £26,127

The following data highlights KS2 results and represents the actual number and percentage of the cohort of students in year 7 who scored below 100 in reading and maths.

September 2018	Actual number	Percentage
Reading	70	27%
Maths	74	29%
Students below in both reading and maths	48	19%
	Cohort = 255	

Students who have entered below age-related expectations in English and maths are carefully placed in ability sets; the least able are placed in sets with fewer numbers of students and are taught by SEN specialists.

The mainstream curriculum is differentiated to meet the needs of all students within these groups.

Consistent support from expert Learning Support Assistants is present in both English and maths lessons.

Intervention teachers assess the broad cohort and target specific skills within dedicated intervention sessions which take place throughout the year, where progress is measured at termly intervals. Sessions take place in groups of between 4 and 8 students.

Details regarding assessment and progress is shared with mainstream teachers and informs individual profiles which are available for all involved with a student.

All students are assessed within the mainstream subjects' established assessment and reporting arrangements.

Identified students are placed within the school's Nurture Group where confidence, self-esteem, as well as basic literacy and numeracy skills, are addressed.

One to one support is available for the least able students who struggle to access the intervention programmes.

Our progress monitoring systems which run at the end of the year – **July 2019** – reflects that a significant number of students highlighted at the beginning of the year have made good progress.

The percentage of the cohort continuing to require targeted intervention has decreased indicating that the measures in place regarding intervention and support are appropriate to this cohort's levels of need.

July 2019	Percentage of cohort
Reading	18%
Maths	21%

The nature of intervention is under constant review. Every effort is made to ensure that the needs of individual students are addressed from both an academic and a pastoral viewpoint.

Targeted intervention remains in place for those students who continue to struggle to access the curriculum due to level of cognitive ability, broad learning difficulties and specific learning difficulties such as dyslexia and dyscalculia.