

### **Year 7 catch up funding 2019-20**

Conyers School estimate that they will receive £11,400 catch up funding for year 7 identified as not having reached the expected standard for Maths, Reading and SPaG based on Key Stage 2 tests.

### **English Plan for 2019-20**

The school has reviewed and decided to continue with the a nurture group for our fifteen weakest mainstream students in terms of literacy and they will follow a tailored curriculum designed to boost literacy during the course of Year 7. The group is taught the Year 7 curriculum in Science, French, IT, Humanities and Science in a separate setting with specialist subject teachers, co-ordinated by the Lead Practitioner for English. The curriculum has evolved and will continue to be adapted to meet the specific needs of individual students. The group consists of a maximum of 15 students who have been selected and will remain with the group for a whole year in the main, however where appropriate there maybe whole or part integration into the main cohort. The programme is overseen by SENCo and Director of Standards and Progress. This provision does not include those students who are part of the Enhanced Mainstream Provision allocated through local authority SEND section.

### **Maths Plan for 2019-20**

Identified students will continue to be withdrawn for a one hour lesson on a rota basis over the 2 week timetable in Year 7, avoiding English and Maths lessons. Intervention lessons will take place in a dedicated room to ensure continuity for students. progress is assessed on a half termly basis. The intervention materials have been developed by the specialist Maths intervention teacher and Head of Maths, who is also responsible for evaluating the quality and outcomes of the intervention delivery.

### **Impact of intervention 2018-19 - maths**

The evaluation of 2018-19 interventions in maths indicated that weekly additional hourly sessions for catch up students in small groups of 3-5 students has been successful. 73% of students made at least 2 sub levels progress since starting. 5 students made 3 Sub levels progress, 4 students made 4 sub levels and 1 made 5. Following a targeted scheme of work in intervention 92% showed good understanding with 38% showing deep understanding of topics covered.

### **Impact of intervention 2018-19 - English**

The evaluation of 2018-19 interventions in English indicated that the use of a specialist English teacher from within the English Team has secured good progress students in English. The first half term is used to identify students particular barriers to good literacy skills and then a specific programme designed to support those in need is created. This has included withdrawal from some lessons to work in groups of 2-5 students with a specialist English teacher, an ARROW intervention programme designed to improve reading and spelling ages and one to one reading practice with a teaching assistant or the KS3 mentor. The responsibility of the evaluation of the ARROW programme and reading interventions is held by the KS3 mentor and overseen by the SENCo. 18 year 7 students were put through the ARROW programme and 100% showed progress in reading and spelling over the course. The responsibility of the evaluation of the literacy programme lies with the Head of English and it is overseen by the Director of Standards and Progress.