

# Progress of Year 7 Catch-up students (2017-18) indicated by the Summer round of Year 7 tracking and considering those students who received targeted intervention

## Context

There were 89 (32%) students who entered Year 7 below the National Standard of 100 against 24 % nationally and 30% across Doncaster. Of the 89 funded Catch-up students, 42 received targeted intervention. Intervention group 1 consisting of 10 “at risk” disadvantaged students received 10 weeks of one to one tuition for one hour per week after school. Year 12 A-level Mathematics students delivered the programme covering a range of targeted numeracy work. Intervention group 2 consisted 32 students who scored less than 85 on the KS2 SAT. Students were extracted one hour per week from non-core subjects with the sessions delivered by two Maths teachers and one NQT.

## Summary of Findings (see next page)

When compared to those students who received targeted intervention, the tracking data for students who did receive intervention shows progress better and in some cases broadly in line than those who didn't. For comparison the figures in (brackets) are disadvantaged students.

- The gap in progress of Y7 Catch-up students who did receive intervention -1.21(-1.23) and those who didn't is -0.75 (-0.73).

There is a similar picture with each of the priority sub-groups.

- The gap in progress of Y7 EAL Catch-up students who did receive intervention -1.07(-1.14) and those who didn't is -0.82 (-0.85).
- The gap in progress of Y7 SEN Catch-up students who did receive intervention -1.46(-1.38) and those who didn't is -1.50 (-1.35).

## Limitation

There are limitations of this study.

- It is based on tracking data rather than actual results.

## Points for further consideration

Strategies to further consider to increase progress are:

- Not all eligible Y7 Catch-up students received additional targeted intervention.
- Continue to encourage period 6 intervention for one-one tuition. This proved very successful, utilising Y12 A-Level Mathematics students to deliver one-one support for 1 hour weekly.
- Whilst 2 under allocated staff members were used to deliver sessions still meant group sizes were too large based of the number of students eligible for catch-up support. The appointment of a Maths TA to deliver targeted intervention would improve take up.
- Further work is needed to develop KS2 QLA to drive students individualised intervention sessions.

## Year 7 Progress Indicators based on the Summer 2018 round of tracking

### Disadvantaged

	All (79)	Catch up (37)	Int 1(10)	Int 2(32)	Int overall
All	-0.83	-0.94	-0.87	-1.33	-1.21
Disadvantaged		-1.06	-0.87	-1.48	-1.23
Gap (PP Vs Non PP)	-0.08	-0.08	0.00	-0.15	-0.02

### EAL

	All (80)	Catch up	Int 1	Int 2	Int overall
All	-0.72	-0.82	-1.03	-1.08	-1.07
Disadvantaged	-0.67	-0.85	-1.03	-1.20	-1.14
Gap (PP Vs Non PP)	0.05	-0.03	0.00	-0.08	-0.07

### SEN

	All (29)	Catch up	Int 1	Int 2	Int overall
All	-1.47	-1.50	-1.48	-1.46	-1.46
Disadvantaged	-1.36	-1.35	-1.48	-1.33	-1.38
Gap (PP Vs Non PP)	0.11	0.15	0.00	0.13	0.08

### Year 7 Catch-up cohort

	No intervention (47)	Intervention (42)	
All	-0.75	-1.21	
Disadvantaged	-0.73	-1.23	
Gap (PP Vs Non PP)	0.02	-0.02	

### Key

All – all Year 7 students in that priority group

Non catch-up – students above National Standard

Catch up – all students below National Standard that attracted Y7 Catch-up premium funding but did not receive targeted/extracted intervention.

Int 1 – “at risk” Intervention group 1 with disadvantaged focus

Int 2 – Intervention group 2 students scoring less than 85 on KS2 Ma SATS

Int overall – both intervention groups combined