

Our faith supports each individual to flourish and challenges us to live life in all its fullness

Catch up funding for the period of December 2016 to April 2017.

During the period this period the school invested **£22,007**, a variety of intervention strategies including:

- LSA Power of 2 intervention once a week. The cost involved both the purchase of the books and the distribution of our LSA to deliver the intervention.
- A maths tutor employed to complete an additional maths 35 minute session, before school or after school. Students were grouped in threes.
- An English teacher from a local primary school to complete reading intervention sessions from January – April on a Saturday morning.
- For many of our students this began and had to employ our Christian Value of Endurance, especially for Saturday, but attendance ran at 92%

Our April data shows us the following:

Maths tutor interventions (some of these students also had power of 2 running at the same time). All students selected had achieved between 69 and 99 on the scaled score tests. **Green indicates rapid progress. All students with or without interventions should made one level of progress a term.**

Progress made from December to April using Herts steps assessment.	Number of students making this	As a percentage.	Commentary
0	5	14%	No correlation between attendance whole school and at the sessions and why no progress has been made. These five students. 4 of these students range in the C4 and C5 Herts level. One is a B6. This individual has significant speech and language concerns – and no progress was made in her English intervention either. SEND are now going into observe and monitor books. This one individual has had significant speech and language intervention in the past – but this was stepped down by Hertfordshire. We are now applying for further support. 2 out of the 11 SEND students made no progress. 1 child made no progress from 9 PP
1	12	32%	Two students were B6 and moved to C1. One other student moved from C1 – C2 – further intervention and more specialised work will go back into these. The other students moved from a position of C4 or C5 upwards. 7 out of the 11 SEND students made 1 level of progress. 4 of the 9 PP students made one level of progress.
2	11	30%	Four students moved from C1 to C3 – further work to continue with these individuals. The remainder moved from c3 or 4 with one exception C2 to C4. 2 students of the 11 SEND made progress. Both of these are diagnosed with autism. 4 out of the 9 PP students made 2 levels of progress.
3	5	14%	These students moved from B6 or a C1 position. 1 of the 4 PP students made 3 levels of progress.
4	3	8%	All these students moved from a B6 position.
5			
6	1	2%	This student moved from a B6 position.
Total	37		

The number of students within this intervention group that are now at national standard are as follows:

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Number of students	As a % of cohort	Commentary
C6 Broadly age related	19%	Our question now is can they sustain their progress without intervention?
C5 just below broadly age related	27%	This cohort will need further intervention this term to support their development to age related.
C4 or below (below age related)	54%	This cohort will need further intervention and this may lead into support in year 8.

English teacher interventions on a Saturday morning Reading. All students selected had scaled scores in their year 6 exams of below 100. **Green indicates rapid progress. All students with or without interventions should made one level of progress a term.** Out of the 4 students that declined the programme. One student fell backwards – there are other issues around this including attendance and CP. 2 children made no progress and 1 child made 1 level of progress, home employed a tutor during this period.

Progress made from December to April using Herts steps assessment.	Number of students making this	As a percentage.	Commentary
0	4	17%	As discussed in the maths section from both interventions we are clear that this child is speech and language interventions are causing delay and SEND will now be going back to county for additional support. The 2 no progress students were graded as C6 in December – this was not the correct course for them. They had already made the catch up in the time between the SAT exam and the intervention from September to Jan. 1 child remained at a C4 her attendance was one of the poorest at the Saturday club. 2 children were PP in this category and 2 were SEND.
1	7	31%	The range of students in this section moved from a starting point of C3 (2) C4 (3) C5 (2). 2 out of 8 students were SEND.
2	8	35%	The range of students in this section moved from a starting point of C2 (2) C3 (3) C4 (3) 3 students from 8 SEND made the 2 levels of progress. 3 students out of 6 were PP
3	4	17%	Students starting points ranged from B6 (1) C2 (1) C3 (1) C5 (1) 1 student from the 8 was SEND and 1 student from the 6 was PP.
Total	23		

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The number of students within this intervention group that are now at national standard are as follows:

Number of students	As a % of cohort	Commentary
C6 Broadly age related	43%	Our question now is can they sustain their progress without intervention? This will need monitoring in our last data collection.
C5 just below broadly age related	26%	This cohort will need further intervention this term to support their development to age related.
C4 or below (below age related)	31%	This cohort will need further intervention and this may lead into support in year 8.