

The Latimer Arts College Year 7 English and Maths Catch-Up Programme 2018 to 2019

Summary information			
School	The Latimer Arts College		
Academic Year	2018-19	Total Catch-Up budget	£ 15,000 (approx.)

College targets for improving outcomes for Year 7 English and Maths catch-up students

All students who follow the Ignite (literacy) and Secondary Ready (numeracy) programme in Years 7 make accelerated progress that brings them in line with expected progress for their age.

NB. This plan should be linked to our Pupil Premium plan where student meet both criteria.

Review and evaluation of impact September 2019:

There was clear evidence of the impact of the Ignite literacy in this academic year. However, benchmarking it against national standards is a challenge. We have benchmarked progress against internal measures, where students are placed into one of four bands based on their current attainment.

For our Ignite programme, on joining the college, it was deemed that 40 students to not be 'secondary ready' in English. This meant that these 40 students fell into our 'Emerging' band, which is band 4 out of 4. Our aspiration is for all students to be at least in the next band up, 'Developing' which would indicate that they are on a flightpath that will secure them at least a GCSE Grade 1-3.

At the end of the academic year, 36 students were deemed to have progressed to be 'Developing.' or above In addition to this, the average progress of the students who were part of the Ignite programme was positive at +2.8 compared to all at +1.3.

Within the Ignite cohort 80% of students improved their spelling age by at least 12 months and 47% improved their reading age by at least 12 months.

In addition to this 70% of students improved their spelling age by at least 24 months and 25% improved their reading age by at least 12 months. National benchmarks suggest that the average reading age improvement is 3 months over a 22-week period and the majority of our students exceeded this.

Whilst not measurable in terms of progress, the feedback from both the students and their parents/carers in terms of the positive impact on self-confidence and self-esteem was over-whelming positive with 100% indicating that the Ignite programme had made a positive difference.

For Maths an intervention group was provided for the 20 students identified as not being “Secondary Ready” and being classed as “Emerging”. By the end of the year 17 of these student had progressed to being ‘Developing’ or above. Within this group the progress made was +0.7 better than those who were not within this group.

Both of these programmes will be delivered to the next cohort of students.