



Context:

During the 2016-17 academic year, Longdean had the following:

Below age-related expectations (<100):

- 33 students who arrived with a prescribed level of below 100 (age related expectations) in English.
- 15 students who arrived with a prescribed level of below 100 (age related expectations) in Mathematics.
- 20 students who arrived with a prescribed level of below 100 (age related expectations) in English and Mathematics.
- Of these 68 students, 7 entered the school with an SEN code of K.

Well below age-related expectations (<90)

- 17 students who arrived with a prescribed level of below 90 in English.
- 2 students who arrived with a prescribed level of below 90 in Mathematics.
- 5 students who arrived with a prescribed level of below 90 in both English and Mathematics.
- Of these 24 students, 7 entered the school with a SEN code of K.

Others:

- 18 students arrived without prior data (either at the start of year 7 or as in-year admissions)
- Of these, 6 were on EHCP plans, 2 entered with an SEN K code and 2 were identified as 'below age related expectations.'

Action:

- Full-time intervention tutor for Key Stage 3 appointed September 2016
- Students divided into SEN and non-SEN and given programme of support accordingly:
- Those on the SEN register: One hour per week 1 to 1 or small group (dependent on need) with SEN teacher in English, Maths or both (One term initially)
- Those not on the SEN register: 45 minutes a day of Mathematics, English or both with the intervention tutor for ½ term.
- Implementation of 'Accelerated Reader' to support literacy.

Progress:

- Intervention testing English (test pre and post intervention): 62% significant progress
- Intervention testing Mathematics (test pre and post intervention): 97% significant progress
- Translation to Key Stage 3 overall English and Maths grades: 58% English significant progress; 82% Maths significant progress



Key priorities for the use of catch up funding in 2017-18:

Following discussion with staff, students and parents and a review of intervention, the following are catch-up priorities for this year:

- Maintain the consistency of having a full-time intervention tutor
- Identify all students with a Key Stage 2 score below 100 and intervene on a priority basis 1-4
- Measure progress through progress testing specific to topic areas plus comparison with KS3 forecasts
- Review English intervention as not as successful as Mathematics – look specifically at offer and specifically targeted writing skills
- Intervention programme for students in DEAR