

## HINDE HOUSE ACADEMY

### Catch Up Impact 2019-2020

#### MATHS

- In September 2019, 21 year 7 students who came in below age related expectations were identified by the HOD.
- For half term 1 and 2 these students were given wave 1 intervention in lessons. This includes quality first wave teaching to cater for SEND needs, students prioritised for feedback in lessons and a greater emphasis on homework completion.
- From half term 3, additional TA support was given to some of these students in lesson. Maths specific resources were purchased and used (e.g. Numicon Blocks and Multi-link). This supported these students with key maths skills that they were lacking.
- From half term 4, we purchased a subscription to Times Table Rockstars. All students on the catch up list were enrolled and given guidance over the phone during lock down on how to best make progress with the site.
- For many of the students, the SEND team were making regular contact during lockdown and providing students with additional support.
- To assess the impact of the interventions, we have evaluated their KS2 data, DC2 score, their DC4 score and their DC1 score from year 8. See the table below for a summary of their progress and the impact of the intervention.
- As is clear, all students on the list came in below ARE. The majority made progress from the additional catch up support that they were given.
- There are some cases where progress was not made. Because of the lock-down, the one-to-one support that was planned using TAs was not possible. The high mathematical needs of some of the students could not be addressed fully in a remote setting.

#### Summary

21 students participated in the interventions

13 of these students showed improvements in their attainment.

8 students demonstrated no improvement.

## ENGLISH

- In September 2019, 52 year 7 students who came in below age related expectations were identified by the then HOD/TLR Holders.
- For half term 1 and 2 these students were given wave 1 intervention in lessons. This includes quality first wave teaching to cater for SEND needs, students prioritised for feedback in lessons and a greater emphasis on homework completion.
- From half term 3, additional TA support was given to some of these students in lesson. Lessons were adequately differentiated where TA support was not an option and key targets were shared with the catch-up students and their teachers. Differentiated homework tasks were created and given to the students. We also ran some interventions since the new HoD had capacity to visit and support some students in class.
- From half term 4, we produced work booklets aimed at a range of abilities, but specific resources were aimed at the catch-up cohort. All students on the catch-up list were contacted over lockdown and given guidance by their form tutors/English teachers.
- For many of the students, the SEND team were making regular contact during lockdown and providing students with additional support.
- To assess the impact of the interventions, we have evaluated their KS2 data, DC2 score, their DC4 score and their DC1 score from year 8. See the table below for a summary of their progress and the impact of the intervention.
- All students on the list came in below ARE. Most made progress from the additional catch up support that they were given. A minority of students plateaued.
- There are some cases where progress was not made this was impacted on by the lock-down. Unfortunately, the one-to-one support that was planned using TAs was not possible and this prevented the progress we would have looked for. In a remote setting it was difficult to cater for some of students, especially those of greatest need.

### Summary

53 students participated in the interventions

30 of these students showed improvements in their attainment and 21 of the 30 were disadvantaged pupils.

12 students demonstrated no improvement and 8 of these were disadvantaged pupils.

11 students appeared to regress- 8 of whom were disadvantaged pupils.