CO-OP ACADEMY LEEDS: ACADEMY IMPROVEMENT PLAN – YEAR 7 CATCH-UP 2019-20

1. Quality of Teaching and Learning Key Successes

Term 1	**67% strong or better practice** **100% quality of interventions good or better**
Term 2	
Term 3	

2. Targeted Academic Support Key Successes

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Term 1	**C 1: 70% on or above in English** **64% on or above in Maths** **71% on or above in Science** **C3 : 67% at age related expectations in maths** **54% at age related expectations in English**
Term 2	**C 1: 59% on or above in English** **65% on or above in Maths** **45% on or above in Science** **C3 : 89% at age related expectations in maths** **88% at age related expectations in English**
Term 3	

3. Wider Strategies Key Successes

Term 1	44% students PA in year 6 no longer PA in year 7 C1 students 95% attendance C2 students 94.7% attendance
Term 2	11% students PA in year 6 no longer PA in year 7 C1 students 94.7% attendance C2 students 95% attendance 74% Catch-up students have positive attitudes to learning
Term 3	

Number of students eligible for catch up funding 2019/20:

£43619.00 allocated for 2019/20

Year 7 KS2 Average Scaled Score

Co-op Academy Leeds

Students	Catch-U		
Pupil P	C1	C2	C3
Y	27	28	9
N	21	15	47
Total	**48**	**43**	**56**
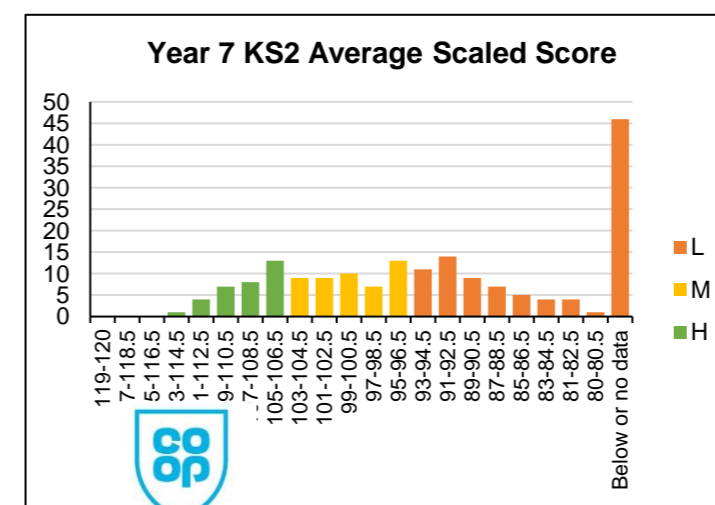
Catch-Up Group	Students	Percent
C1	48	23%
C2	43	21%
C3	56	27%
N	59	29%
Total	**206**	**100%**

P Baigent   **Last Updated:** 21/03/2020

Target	Actions	Success Criteria	Responsibility (monitoring)	Evidence Review / Impact		RAG

1. Quality of Teaching & Learning

Target: Catch- up students will receive high quality teaching and learning throughout the Academy

Actions:
- Students will receive high quality teaching and learning in catch-up classes. Lead practitioners will provide intensive and personalised support for staff where the quality of teaching and learning is not consistently strong.
- Subject leaders will provide support and report every 2-weeks on teachers where practice is not consistently strong or better.

Research form the EEF shows that the quality of teaching is 'one of the biggest drivers of pupil attainment, particularly those from disadvantaged backgrounds'

- Students will receive high quality first wave interventions in class by teachers and para professionals.
  - Teachers will know who their catch-up C1 students are and will provide interventions accordingly.
  - Para professionals and support staff will be expertly directed to ensure that interventions are timely and appropriate.
  Research form the EEF shows that the quality of teaching is 'one of the biggest drivers of pupil attainment, particularly those from disadvantaged background.

Success Criteria:
- ✓ At least 85% of lessons will demonstrate consistently strong or better practice. This will include Symphony and Lexia lessons. **Monitored:** Weekly **Reviewed:** At the end of each half term

- ✓ 100% of teachers and additional adults will know who the C1 catch-up students are.
- ✓ 85% of student will speak positively about their experience in lessons
- ✓ 100% of additional adults are meeting requirements or better. **Monitored:** Half termly **Reviewed:** At the end of each half term

- ✓ At least 90% of C1 students will achieve age related expectations in English and maths **Monitored:** Half termly

  Reviewed: Termly
- ✓ At least 60% students will make accelerated progress with reading ages

Responsibility (monitoring):
- JCW (CF)
- JCW, PB (CF)
- PB (CF)
- PB (CF)

Evidence Review / Impact

Quality of teaching and learning

	2019-20				
	Targets	64%	75%	80%	85%
	Baseline	QA1	QA2	QA3	QA4
Best Practice	8%	18%	14%		
Strong practice	56%	49%	51%		
Strong or better practice	64%	67%	64%		
Developing practice	32%	32%	31%		
Weak practice	1%	1%	4%		

Quality of interventions by para professionals and/or teachers for catch-up students

	2019-20					
	HT1	HT2	HT3	HT4	HT5	HT6
Exemplary	14%	25%	23%			
Meeting requirements	86%	75%	77%			
Meeting requirements or better	100%	100%	100%			
Developing practice	0%	0%	0%			

Quality assurance of wave 1 interventions by teachers

	2019-20					
	HT1	HT2	HT3	HT4	HT5	HT6
Exemplary						
Meeting requirements						
Meeting requirements or better						
Developing practice						

Student Voice:	2019-20					
% Agree/Strongly Agree	HT1	HT2	HT3	HT4	HT5	HT6
BSG activities always						
Challenging work						
Progress made in all lessons						
I try my hardest in lessons						

C1 student progress

% C1 students meeting age related expectations	DC1	DC2	DC3
Targets/KPIs	50%	60%	75%
Maths	65%	65%	
English	59%	59%	
Science	52%	45%	

Target	Actions	Success Criteria	Responsibility (monitoring)	Evidence Review / Impact		RAG

2. Targeted Academic Support

Target: Catch-up students will be targeted for academic support in English and Maths

Actions:
- C2 catch-up students, who are underachieving in English, will receive support through literacy interventions such as Lexia and small group reading.

- ✓ C2 catch-up students, who are underachieving in Maths, will receive support through numeracy interventions such as My Maths and the White Rose SOW, Symphony Maths

- C2 catch-up students will be targeted for personalised homework to support them to make accelerated progress in English and Mathematics

- C3 catch-up students will receive targeted literacy and numeracy interventions both wave 1 and wave 2

Success Criteria:
- ✓ On average 75% C2 students targeted for the support will achieve age related expectations for English (B and A or B internal tracking)
    - o **Monitored:** Weekly
    - o **Reviewed:** At the end of each term
- ✓ On average students to progress 3 bands+ for Lexia
- ✓ At least 60% students will make accelerated progress with reading ages

- ✓ At least 75% of C2 year 7 students targeted for the support will achieve age related expectations for Mathematics (Band A or B internal tracking)
    - o **Monitored:** Weekly
    - o **Reviewed:** At the end of each term

- ✓ At least 95% of students will complete the personalised homework to a good standard
    - o **Monitored:** Half termly
    - o **Reviewed:** Termly

- ✓ At least 50% C3 students will achieve above target in core subjects
- ✓ At least 50% band 3 students to reach level 20 for Ruth Miskin modules

Responsibility: AL (PB); IL (PB)

Evidence Review / Impact:

% of students in C2 meeting age related expectations	DC1	DC2	DC3
Targets /KPIs	50%	60%	75%
Maths	23%	23%	
English	9%	12%	
Science	5%	12%	

Lexia. Expected progress at least 3 levels.

% of students progressing 2 bands + for Lexia	HT1	HT2	HT3	HT4	HT5	HT6
Targets /KPIs	1.0 +	1.2 +	1.4 +	1.6 +	1.8 +	2 +
PP			1.3			
Non-PP			1.5			
Overall			1.4			

My Maths homework has been set up by IL using the transition unit. A 12 week package bridging with year 6 work.
All Lexia students to now complete Lexia homework. Launched with dept

% of students in C3 working at or above target	DC1	DC2	DC3
Targets /KPIs	50%	60%	75%
Maths	9%	11%	
English	4%	7%	
Science	33%	4%	

Target	Actions	Success Criteria	Responsibility (monitoring)	Evidence Review / Impact	RAG
	• C 3 catch-up students will follow a carefully designed SOW in all subjects with EAL strategies at its core	✓ All SOW will be in place by the end of HT5		**Will be in place for September 2020** ✓ **Contact has been made with primary schools for collaboration** ✓ **Key staff working on the schemes** ✓ **Ruth Miskin training to begin September 2020** ✓	

3. Wider Strategies

Target	Actions	Success Criteria	Responsibility (monitoring)	Evidence Review / Impact	RAG
Catch-up students to have good attendance and positive attitudes to learning.	• Catch-up students, who were PA in primary school will be given an attendance mentor and interventions to support them to improve. *Research from the DfE, in to improving attendance in disadvantaged areas, shows that mentoring to be an effective intervention for improvement*	✓ Students who receive regular support will show improvements in attendance by at least 5pp **Monitored:** Weekly **Reviewed:** At the end of each half term	PB (JOM) PB (CF)	*(see content below)*	

20% students who were PA at primary school have improved attendance by at least 5PP
28% students have improved their attendance
.

	Reg	Year 6 Attendance	Year 7 Attendance
Student 1	7WS1	79.93	64.63
Student 2	7SH1	82.59	88.21
Student 3	7NM1	83.6	91.46
Student 4	7NM2	84	87.61
Student 5	7RP2	84.07	93.44
Student 6	7WS2	84.3	70.59
Student 7	7WS1	85.53	83.33
Student 8	7RP1	86.6	79.67
Student 9	7RP2	86.78	75.62
Student 10	7MC1	86.9	66.67
Student 11	7MC1	87.5	86.18
Student 12	7MC1	87.6	83.74
Student 13	7SH1	87.97	88.7
Student 14	7SH2	88.49	77.08
Student 15	7SH1	Name	82.11
Student 16	7NM2	89.5	79.75
Student 17	7WS1	89.6	80.08
Student 18	7MC1	89.8	86.99

Persistent Absentees

15% students were PA t primary school

Catch-Up Group	Students	Baseline	HT1 %	HT2 %	HT3 %	HT4 %
C1	48		8%	19%	13%	17%
C2	41		10%	10%	22%	20%
C3	54		9%	11%	15%	22%
N	59		5%	5%	3%	3%
Total	**202**		**8%**	**11%**	**12%**	**15%**

Attendance Mentoring

Catch-Up Group	Students	Baseline	HT1	HT2	HT3	HT4
C1	48		96.6	94.7	95.1	94.7
C2	41		97.2	95.8	95.2	95.1
C3	54		95.5	93.5	93.7	93.2
N	59		97.9	97.7	97.7	97.5
Total	**202**		**96.9**	**95.6**	**95.5**	**95.2**

The trends above have been investigated and evaluated. **Google Form was sent out but data cannot be used due to too few responses**

Additional Success Criteria:

• Catch-up students whose attendance drops below 95% will be supported to make improvements through group attendance mentoring.

✓ Catch-up students who have regular mentoring will improve their attendance by at least 3pp. **Monitored:** Weekly **Reviewed:** At the end of each half term

✓ At least 90% of catch-up students will speak positively about the mentoring they receive. **Monitored:** At the end of each half term **Reviewed:** July 2020

Target	Actions	Success Criteria	Responsibility (monitoring)	Evidence Review / Impact	RAG
	✓ Students with poor attitudes to learning will have BFL intervention and mentoring	✓ At least 85% Catch-up students will have good or better attitudes to learning		DC2 74% Catch-up students have good or better attitudes to learning	

DC2
74% Catch-up students have good or better attitudes to learning

% of students with good or better attitudes to learning	2019-20		
	DC1	DC2	DC3
All	74%	74%	
PP	75%	73%	
Non-PP	75%	74%	

Co-op Academy Leeds – Year 7 Catch-up Strategy 2019-20

Target	Actions	Success Criteria	Responsibility (monitoring)	Evidence Review / Impact	RAG

Band	Scaled score	Notes	Success Criteria
1	95+	- Normally better in Maths. Need to have a strong English teacher. - Will improve with good quality teaching and learning - Whire Rose SOW for maths	Success criteria: 100% On target for age related expectations (A or B)
2	85-95	- Group/1-2-1 interventions. - Lexia and My Maths - Maths/English tutor who can provide support - Tutor group in computer room	75% of students at age related expectations
3	Below 85	- Focussed intervention e.g. timetables. - Guided reading - Unlikely that they will catch-up. - New EAL focussed scheme of work across all subjects	Measures based on those working on or above target, not age related expectations