

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Costings	Staff lead	When will we review implementation?
Catch up students achieve secondary status by the end of year 7 or earlier in both English and Maths	Quality teaching involving appropriate skills practice, matched to the GAPS analysis from KS2 by outstanding teachers (small group in lessons and tutor time, CU students identified on seating plans and targeted for questions each lesson)	EEF research into quality teaching with outstanding feedback/metacognition and self regulation promotes progress by +8 months		HOD – Maths and English	Each term, starting with AT2
Catch up students to develop reading age to secondary ready levels by end of second term at secondary school	<p>Accelerated Reader through English lessons and Accelerated Learning lessons.</p> <p>Reading Buddies – sixth form and Y7 and Y8 students.</p> <p>Lexia team and strategies employed for those well below the threshold for secondary school as measured/ needed by the inclusion team SEN</p>	<p>Internal audit from previous year and Accelerated readers own promotional material suggests that use will facilitate appropriate gains in timescale.</p> <p>Peer engagement is motivational to students.</p> <p>Previous internal outcomes using this more intense system have produced positive outcomes.</p>		<p>WBB</p> <p>WBB and MAH</p> <p>MAH</p>	End of 2 term testing and review.
The twenty five identified students in Year 7 under secondary	Small group intervention in Maths and English.	Students respond to small group work and are offered guided work/learning in small group		HOD – Maths and English / EDS	Each term, starting with AT1

<p>ready score of 95 or whose base line analysis was this low to make greater progress towards secondary ready goal than other catch up students.</p>	<p>Use of Accelerated Learning – one hour lesson a week – AR and Acc Maths</p> <p>Data for these to be tracked and responded to half termly</p>	<p>settings.</p> <p>Proven success with Accelerated Reader and use of mymaths show students engage with such programs.</p> <p>Leadership’s pin sharp response to data with intervention recognised as driving improvements in the disadvantaged , of which Of these 16 are (NFER)</p>		<p>EDS</p>	
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