

### Tier 1 –

10 Year 7 students with an average KS2 point score of 95 or below were deemed to need support across the curriculum and became a nurture group for all core lessons from September to April. The small class size enabled each student to get more attention and got to know classmates and teacher very well. Feedback from the students, teacher and parents shows that students felt 'worthy', appreciated & listened to. They gained confidence & resilience and the nurture group supported their transition to Secondary school.

Students made an average of 3 sub levels of progress in their English assessments, 1.5 in Maths and 1.8 in Science between their assessments in the autumn and at Easter. These students integrated with the mainstream classes at Easter progress was monitored.

A set 6 / nurture group was introduced to English, Maths and Science after the May half term; however, this was not specifically those students who were in the catch-up nurture class, some of whom successfully accessed the content in set 5.

### Tier 2 –

Those students in Year 7 who had a lower KS2 score in either English **or** Maths were targeted through a daily intervention for a specific period. Students were initially allocated by SLT based on scores and had sessions as follows:

- 4 week rotations
- Students saw their catch up teacher for one session of 50 min's each day their teacher was in (E x 3, M x 4)
- These lessons rotated so that students did not miss the same lesson each week
- Students completed a pre and post-test each week on the particular 'topic' they were working on
- New groups started every 4 weeks with students having a break if required and being picked up again if needed.
- After each assessment data was analysed to identify new target groups.
- When students were deemed to have 'caught up' – achieving 2s in their assessments, they were monitored to ensure this continued.
- When there were no students in need of tier 2 intervention, the hours were used for PP intervention in other years.

Individual teachers maintained detailed tracking notes to show the progress. For example the English documentation shows:

- 3 students were seen for more than 1 rotation for reading and for writing. 2 of these students are now on or above their flight paths in assessment and class grades. 1 remains below and will have further intervention.
- 7 students were seen in round 1 for reading – 6 remain on or above flight path. One has dropped below on his latest assessment and will be picked up again.
- 5 students were seen in round 2 of reading. All remain on or above their flight path.
- 3 students seen for writing catch up 1 were remained on target.
- 3 students in writing catch up 2 all remained on or above their flight paths
- All student feedback shows that students agree or strongly agree that the interventions have helped them make progress and be more confident in their English.

### Tier 3 –

2 members of staff in Maths and 1 in English had no mentor group in order to run interventions for those students in year 8 who were found to still need catch up support. This is monitored after each data set.