Ifield School Year 7 Catch-Up 2019/20 Evaluation

Desired outcome	1. Review of expenditure							
Desired outcome Chosen action/approach Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. Baseline assessments on pupils not eligible for PP, if appropriate. Baseline assessments on pupils not eligible for PP, if appropriate. Baseline assessments took place at the beginning of the year which allowed teachers to identify potential gaps. Theachers to identify potential gaps. Theachers to identify potential gaps. Theachers to identifying additional interventions to ensure identified pupils make accelerated progress. Maths interventions for identified pupils. This had limited impact because of long-term sickness of identified member of staff.	Previous Academic Year 2019-2		0					
Increase progress in Maths for Year 7 pupils. Year 7 pupils to undergo baseline assessments took place at the start of the year. Pupil progress meetings used to discuss progress of all pupils and agree actions to ensure identified pupils make accelerated progress. Maths interventions for identified pupils. Maths interventions for identified pupils. Staff Training delivered by maths specialist used to increase staff's knowledge fundamental life and social skills tor Year 7 pupils. Staff Training celivered by maths specialist used to increase staff's knowledge fundamental life and social skills to be recorded on Evidence that life skills Framework. Pupils differentiated in appropriate pathway groups. Pupils to be baseline against the newly-introduced Life Skills Framework. Evidence of progress in life and social skills to be recorded on Evidence for the side and social skills to be recorded on Evidence for the side and social skills to be recorded on Evidence for the side and social skills to be recorded on Evidence for the side and social skills to be recorded on Evidence for the side and social skills to be recorded on Evidence for the side and social skills to be recorded on Evidence for the side and social skills to be recorded on Evidence for the side and social skills to be recorded on Evidence for the side of the side and social skills to be recorded on Evidence for the side and social skills to be recorded on Evidence for the side of the side and social skills to be recorded on Evidence for the side and social skills to be recorded on Evidence for the side and social skills to be recorded on Evidence for the side and social skills to be recorded on Evidence for the side and social skills to be recorded on Evidence for the side and social skills to be recorded on Evidence for the side and social skills to be recorded on Evidence for the side and social skills to be recorded on Evidence for the side and social skills to be recorded on Evidence for the side and social skills to be recorded on Evidenc	i. Quality of teaching for all							
baseline assessments at the start of the year. Pupil progress meetings used to discuss progress of all pupils and agree actions to ensure identified pupils make accelerated progress. Increased opportunities to develop fundamental life and social skills for Year 7 pupils. Staff Training delivered by maths specialist used to develop fundamental life and social skills for Year 7 pupils. Staff Training delivered by maths specialist used to develop fundamental life and progression in maths. Pupil stifferentiated in appropriate pathway groups. But to be baselined against the newly-introduced Life Skills Framework. Evidence of progress in life and social skills to be recorded on Evidence for life and social skills to be recorded on Evidence for life and social skills to be recorded on Evidence for life and social skills to be recorded on Evidence for life and social skills to be recorded on Evidence for life and social skills to be recorded on Evidence for life and social skills to be recorded on Evidence for life and social skills to be recorded on Evidence for life accelerated progress in life and social skills to be recorded on Evidence for life skills framework. Basess pupils early in the teachers to identify potential gaps. These happened up until the national lookdown in March 2020. They remain a powerful means for identifying additional interventions to accelerate pupils' progress. Pupil marked impact because of long-term sickness of identified member of staff. Staff Training delivered by maths specialist used to teachers in term 2 and one in term 3 and training to staff focushing a progression in maths. Teachers feedback was that these were beneficial in developing their subject knowledge. Sessions were delivered by Kieran Mackle, who works as a Mathematics. Pupil progress meetings to continue with interventions at the sc	Desired outcome	Chosen action/approach		success criteria? Include impact on	(and whether you will continue with this			
Increased opportunities to develop fundamental life and social skills framework. Staff Training delivered by maths specialist used to increase staff's knowledge of key teaching concepts and progression in maths. Pupils differentiated in appropriate pathway groups. Pupils to be baselined against the newly-introduced Life Skills Framework. Evidence of progress in life and social skills to be recorded on Evidence for staff. Staff Training delivered by maths specialist used to staff training sessions took place for teachers in term 2 and one in term 3. These were practical sessions looking at provide further support and training to staff focusing on the teaching of mathematics. The sewere beneficial in developing their subject knowledge. Sessions were delivered by Kieran Mackle, who works as a Mathematics. Collaboration Lead within Gravesham. Further planned sessions were unable to take place due to lockdown. Pupils to be baselined against the newly-introduced Life Skills Framework. Evidence of progress in life and social skills to be recorded on Evidence for teachers in term 2 and one in term 3. These were practical sessions looking at provide eleoback was that these were beneficial in developing their subject knowledge. Sessions were unable to take place due to lockdown. Pupil progress meetings provide evidence that different pathway groups made progress following on from initial assessments. Review the Life Skills programme so that it is compatible to the Evidence Learning App.	in Maths for Year	baseline assessments at the start of the year. Pupil progress meetings used to discuss progress of all pupils and agree actions to ensure identified pupils make		beginning of the year which allowed teachers to identify potential gaps. These happened up until the national lockdown in March 2020. They remain a powerful means for identifying additional interventions to accelerate pupils'	assess pupils early in the school year and these will form part of our term 1 pupil progress meetings between SLT, SLIC and class teachers. Pupil progress meetings to continue termly in			
opportunities to develop fundamental life and social skills for Year 7 pupils. Pupils differentiated in appropriate pathway groups.				term sickness of identified member of	continue with interventions in the new			
appropriate pathway groups. Pupils to be baselined against the newly-introduced Life Skills Framework. Evidence of progress in life and social skills to be recorded on Evidence for Pupils to be baselined against the newly-introduced Life Skills framework. Individual pupil booklets were successfully used to support the new Life Skills programme so that it is compatible to the Evidence Learning App. The Evidence for Learning App was used successfully and is now established.	opportunities to develop fundamental life and social skills	portunities to welop maths specialist used to increase staff's knowledge of key teaching concepts and progression in maths.		teachers in term 2 and one in term 3. These were practical sessions looking at progression in maths. Teachers feedback was that these were beneficial in developing their subject knowledge. Sessions were delivered by Kieran Mackle, who works as a Mathematics Collaboration Lead within Gravesham. Further planned sessions were unable to	provide further support and training to staff focussing on the			
against the newly- introduced Life Skills Framework. Successfully used to support the new Life Skills framework. programme so that it is compatible to the Evidence Learning App. The Evidence for Learning App was used successfully and is now established.		appropriate pathway		evidence that different pathway groups made progress following on from initial				
life and social skills to be recorded on Evidence for established.		against the newly- introduced Life Skills		successfully used to support the new	programme so that it is compatible to the			
Leaning арр.		life and social skills to be		used successfully and is now				

ii. Targeted support						
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)			
Increased opportunities for year 7 pupils to engage in learning and social activities outside of school hours.	All year 7 pupils will have the opportunity to take part in the Bewl Water residential.	Due to Covid-19, the proposed residential visit had to be cancelled.	School to continue to follow government guidelines with the intention of resuming residential visits once it is safe to do so.			