

## Ifield School Year 7 Catch-Up 2019/20 Evaluation

1. Review of expenditure			
Previous Academic Year		2019-20	
i. Quality of teaching for all			
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)
<p>Increase progress in Maths for Year 7 pupils.</p>	<p>Year 7 pupils to undergo baseline assessments at the start of the year.</p> <p>Pupil progress meetings used to discuss progress of all pupils and agree actions to ensure identified pupils make accelerated progress.</p> <p>Maths interventions for identified pupils.</p>	<p>Baseline assessments took place at the beginning of the year which allowed teachers to identify potential gaps.</p> <p>These happened up until the national lockdown in March 2020. They remain a powerful means for identifying additional interventions to accelerate pupils' progress.</p> <p>This had limited impact because of long-term sickness of identified member of staff.</p>	<p>Teachers will continue to 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.</p> <p>Pupil progress meetings to continue termly in 2020/21.</p> <p>The school plans to continue with interventions in the new academic year.</p>
<p>Increased opportunities to develop fundamental life and social skills for Year 7 pupils.</p>	<p>Staff Training delivered by maths specialist used to increase staff's knowledge of key teaching concepts and progression in maths.</p> <p>Pupils differentiated in appropriate pathway groups.</p> <p>Pupils to be baselined against the newly-introduced Life Skills Framework.</p> <p>Evidence of progress in life and social skills to be recorded on Evidence for Learning app.</p>	<p>Two staff training sessions took place for 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 take place due to lockdown.</p> <p>Pupil progress meetings provide evidence that different pathway groups made progress following on from initial assessments.</p> <p>Individual pupil booklets were successfully used to support the new Life Skills framework.</p> <p>The Evidence for Learning App was used successfully and is now established.</p>	<p>The school aims to provide further support and training to staff focussing on the teaching of mathematics.</p> <p>Review the Life Skills programme so that it is compatible to the Evidence Learning App.</p>

<b>ii. Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>
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.