

English Catch Up 2017-2018 Review

This funding was used as follows:

Funding supports the appointment of a Literacy Coordinator in school. There has been thorough testing of all Key Stage 3 pupils (using spelling tests and reading age tests) to identify any pupils who have literacy needs.

Intervention cohorts in Year 7 are identified using KS2 data, GL test scores, CAT scores and internal testing outcomes; these pupils are also invited to attend a weekly reading club (led by Sixth Form students) to promote reading for pleasure. Pupils meet in the library and use Reading Passports and Accelerated Reader to support their work.

Accelerated Reader is used by all Key Stage 3 pupils to support progress in reading with the aim of improving the reading age of all pupils. Successes are celebrated every half term to ensure there is achievement motivation and to encourage engagement with the programme.

To further support delivery of the Accelerated Reader programme, all Key Stage 3 pupils receive a library lesson once every fortnight; these are designed to support the development and consolidation of good literacy skills at all levels and to promote reading for pleasure, for all learners in Key Stage 3. This year, a cohort of Sixth Form students were trained to attend library lessons to support reading and spent time listening to weaker ability pupils read, to offer support and to ensure appropriate reading strategies are embedded.

In September 2017, 47 Year 7 pupils were identified as being 'not secondary ready'. These pupils were invited to attend bespoke intervention with a focus on developing key skills to ensure progress towards the 'secondary ready' standard, which we have identified as a grade 2-. Following regular monitoring of this cohort, the table below outlines progress made by these 47 pupils:

'Not Secondary Ready' Cohort	No. of students
September 2017	47
July 2018	14

We are extremely proud of this cohort as 33 of the original 47 pupils (70%) are now working at the expected secondary standard of a grade 2- or above and no longer require the 'not secondary ready' intervention.

The remaining 14 pupils will continue to attend bespoke intervention in Year 8 based on specific targets set by their class teachers; progress will continue to be closely monitored to ensure these pupils are supported in achieving the expected secondary standard.

Catch-Up Literacy is used for Year 7 and 8 pupils whose literacy levels are significantly below national average. Testing takes place regularly to ensure progress is being made, although additionally we invest in the pupil and try to instill in them a love of reading, to develop their confidence in accessing texts across the curriculum. Texts with age appropriate content and level appropriate language are used to build the self-esteem of learners who have barriers to learning with regard to literacy skills. Two members of staff have been externally trained and a Professional Associate for English has been internally trained and delivers this intervention, supported by teaching staff.

The following table outlines the progress made by our 13 English Catch-Up students during the year:

Amount of progress	No. of student	% of total students
Below Expected	3	23%
1 sub grade	7	54%
2 sub grades	3	23%

In addition to this data, we are delighted that 46% of our Catch-Up students made over 6 months' progress in their reading ages, and 23% made over 12 months' progress, with one exceptional student making 21 months' progress. Through an end of year student voice activity all pupils expressed that they now feel more confident accessing texts, in all curriculum areas, due to their Catch-Up Literacy sessions, as they have been provided with a wider range of reading strategies.

Maths Catch Up 2017-2018 Review

Catch Up in maths has primarily focussed on the students who have arrived to us not secondary ready, our aim was to close this gap early and then enable these students to start 2108-2019 keeping up rather than catching up. Our proportion of students classified not secondary ready has improved by 39% in this academic year.

This funding was used as follows:

Rapid maths club is an ongoing intervention that has been set up for pupils that have a below average standardised test score. Funding is used to buy the official individualised packages for students to provide a bespoke intervention plan, depending on a student's starting point. Pupils are regularly tested throughout the programme to determine whether progress is being made. It also helps to identify any weaknesses pupils may have. Two members of maths staff are assigned to the club to provide quality support along with the numeracy coordinators. Pupils have access to differentiated work and regularly work in groups to practice real life skills in areas such as money and time.

Numeracy catch up is an intervention group that supports pupils with the lowest standardised test scores. A cohort of 10 pupils from year 7 and 8 had regular 1 to 1 support sessions during lesson time to work on basic numeracy skills to enable them to access the curriculum. Once the Numeracy Catch up course had been completed, pupils were then invited to the rapid maths intervention group. Again, funding is used to provide detailed portfolios of student's current levels and areas of strengths and weaknesses.

Homework club was available during Thursday lunchtime. Pupils had access to laptops and resources to help support them with homework if necessary. Pupils were rewarded for regular attendance if they needed support.

Numeracy Ninjas continued to be used in KS3 lessons and depending on ability was used on a weekly/fortnightly basis. Numeracy Ninjas is used to identify any areas of weakness any pupils may have with basic numeracy skills as we know that many students who appear not secondary ready, find it difficult to answer the questions posed to them in a timely and efficient manner. Numeracy Ninjas then allows the class teacher, if needed, to intervene to develop their numeracy skills. Numeracy Ninjas encouraged pupils to compete against themselves and others all under timed conditions.

Extra intervention has taken place, for students with a Not Secondary Ready SATs result. Pupils were taken from Non-core subjects for five weeks of interventions and were tested for progress on the sixth week. Interventions were led by six Maths specialists.

Impact of numeracy work:

Numeracy catch up sessions were delivered during Maths lessons by trained members of staff. Every pupil who takes part in NCU is continuously monitored as each individual has a file containing initial assessments and work completed. Every student who took part in NCU was able to make progress through the NCU levels, with 100% of students also completing the extra sessions. Examples of files are available for inspection, these are dated and annotated to show starting points and end points for these students.



Below are the figures highlighting the progress students have made towards the age expected standard. Data was collected from numeracy testing, repeated KS2 assessments and NCU profiling.

Data to show overall outcomes

	% total student
Not secondary Ready (69 pupils)	
NSR making good progress toward AES	75%
NSR now completely caught up with AES	39%

NSR = Not Secondary Ready
NCU = Numeracy Catch Up
AES = Age expected standard

