

Reading and Numeracy Catch Up Report 2019 / 20

Desired impact:

- A significant improvement in reading age and comprehension as measured by Hodder Reading Score for years 7 and 8 (Word and Sentence or Comprehension) and Access test for year 9 upwards. The Salford reading test is also used for our lowest achieving readers as it highlights smaller steps of progression (commonly used in primary schools). Additionally, the PiXL Sounds Audit is used and aids us to record a student’s phonological progress.
- A significant improvement in basic numeracy skills as measured by a Level 3 test or specific topic test as appropriate.
- A significant improvement in the motivation, confidence and attitudes towards reading and numeracy as reported by observation and comments from teacher and / or parents.

Funding Allocation for 2019-2020	£18,497
How will funding for 2019-2020 be allocated?	<ul style="list-style-type: none"> • Salary for Catch-up Co-ordinator and Assistant Catch-up Co-ordinator. • Contribution to Teaching Assistants’ salaries for Progress Time activities and additional classroom support. • Contribution to maths tutor. • Resources
What activities will take place using this year’s funding?	<ul style="list-style-type: none"> • Small group reading and phonics sessions led by Catch-up and Assistant Catch-up Co-ordinator. • One-to-one reading and phonics sessions led by Catch-up and Assistant Catch-up Co-ordinator. • Small group maths sessions covering times tables and core/key maths skills led by Catch-up and Assistant Catch-up Co-ordinator. • Progress Time sessions led by Teaching Assistants for small groups or on a one-to-one basis covering phonics/reading/timetables and core maths skills. • Small group maths groups led by external tutor covering key maths skills and identified gaps. • Organisation of parent volunteers and sixth form buddies to support catch- up students with maths and reading skills.

Overall Catch-up Intervention for 2019/20:

- 68 Year 7 students in September 2019 are reported as 'Not Achieved National Average' in their Key Stage 2 SATS in reading and/or maths (3 of these students were not entered for SATS but have been included until we can assess them). Of these 68 students, 10 students are reported as PP students and 58 are not PP students.
- This number of catch up students is still considerably higher than in previous years. In addition, our initial assessments and review of Key Stage 2 results have indicated that the catch-up students in this year group have arrived at Wrotham with particularly low attainment levels.
- Intervention will be prioritised towards the students with the lowest reading ages. There will be some students whose catch up intervention will be supplemented by parent volunteers or 6th form mentors.
- The vast majority of the Catch-up students are in the lowest teaching group, 7A, although some catch up students are in the highest teaching group based on assessments conducted July 2019.
- Students in Teaching Group A receive one additional maths and one additional English lesson per week in place of MFL.

Reading Catch-up Intervention for 2019/20:

- 53 students have 'Not Achieved National Average' in their Key Stage 2 Reading SATS, of which 7 are PP students and the remaining 46 are not PP students. 5 of the PP students are in Set A and the remaining 2 students are in Set B.
- Our assessment focus is to identify and plan intervention for the lowest attaining of these students. We use our own internal tests to assess and gather detailed information and plan intervention accordingly.
- Intervention sessions commenced in term 1 with further sessions added in term 2.
- Students generally work in small groups of five to six students, led either by the Catch-up Co-ordinator or the Assistant Catch-up Co-ordinator. Students typically attend one or two 60-minute sessions per week over a term. Students are withdrawn from specific timetabled lessons to accommodate the intervention.
- Entry and Exit tests are conducted. If desired progress has not been achieved in the intervention, we will endeavour to provide further support in Year 7. This may take place in the form of additional small group work focusing on specific areas of phonics and group reading. For some students we may offer individualised intervention in the form of a specific programme such as 'Toe by Toe' or aspects of 'Letters and Sounds.'

- Wrotham School also benefits from the assistance of valued volunteers who offer year 7 Catch-up students additional help. Students work on a supervised 1-1 basis with volunteers.
- During terms 3 – 6 we will assess and where required, in addition to students identified as catch up, we will endeavour to provide an intervention programme for all year 7 students identified with reading ages more than two years below their chronological age.
- Developing the skills to read is not a quick fix. Many of these students have already received the benefit of reading interventions in the past. Therefore, for many students, it is necessary to continue a personalised intervention programme into subsequent academic years.

Numeracy Catch-up Intervention for Current Year 7:

- 50 students have 'Not Achieved National Average' in their Key Stage 2 Maths SATS, of which 9 students are registered as PP students and 41 students are not. 5 of the 9 PP students are in Set A and the remaining 4 students are in Set B.
- We have specifically employed an experienced primary teacher who brings with him all the skills necessary to help the students in teaching group A to progress and close the gaps. This class is also supported by an additional Teaching Assistant. Over the academic year, we will provide the lowest prior attaining maths Catch Up students with small group intervention. Students will be withdrawn from specific timetabled lessons to accommodate the intervention.
- Wrotham School benefits from the assistance of volunteers who are provide year 7 catch up students 1:1 additional help each week.
- Those maths Catch-up Students who are in Teaching Group B upwards will be assessed, and where required, will receive a topic specific intervention. Students will be withdrawn from specific timetabled lessons to accommodate the intervention.
- Some Catch-up students, who are also PP students, will also receive intervention with a specialist. Intervention from this tutor is offered to students in Teaching Group A-C on a rotational basis.

Year 7 Form Time Activities

We are continuing our successful form time programme this academic year which includes the following activities.

- **Times tables.** On entry, year 7 students were tested on their times tables knowledge and speed of recall by sitting a timed 100 question test. This test is repeated termly to track progress. Students are set a specific times table to learn weekly for homework and assessed weekly in class. High achieving students are set higher level work surrounding each times table.
- **Spellings** – each week the students are taught a rule and then set a list of spellings following this rule for homework.

- **Comprehension** – each week the students read a passage and answer a range of questions to test and develop their reading comprehension skills. In addition, students’ vocabulary is being stretched via this activity.
- **Mentoring**– 50 students in Year 7 read/practise times tables with a 6th form mentor once per week
- **Ethical Debates** – students’ take part in Progress Time debates based on ethical issues following short videos.
- **Numeracy Ninjas**– Students complete weekly numeracy challenges and measure their skills development over the 12-week programme. Numeracy Ninjas is engaging and has had good levels of feedback from many students.

Review of 2018-2019 Expenditure and Progress	
Funding Allocation for 2018-2019	£14,586

Impact of Reading Catch-up Intervention 2018/19 (current Year 8)

On arrival to Wrotham, 32 students had not achieved ‘National Average’ in their Key Stage 2 Reading SATS, of which 14 were PP students and the remaining 18 not PP. The tables below show the progress our current year 8 reading catch-up students made in year 7 (2018/19). This was measured using both the Hodder Word and the Hodder Sentence Reading Test.

Yr 7 Reading	Word		
	No. of Students	Total Progress (months)	Average Progress (months)
PP	5	182	36
Non-PP	7	287	41
Total	12	469	39

Yr 7 Reading	Sentence		
	No. of Students	Total Progress (months)	Average Progress (months)
PP	5	260	52
Non-PP	7	288	41

Total	12	548	46
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Impact of maths Catch-up Intervention 2018/19 (current Year 8)

- 43 students had not achieved 'National Average' in their Key Stage 2 Maths SATS, of which 18 students are registered as PP students and 25 are not PP. The majority of the identified maths Catch-up students were in Teaching Group A - and received one additional maths lesson per week which focused on core maths skills led by an experienced primary teacher. In addition this class was supported by an additional Teaching Assistant.
- A small number of year 8 maths Catch-up Students who were in Teaching Group B upwards were monitored, assessed and withdrawn from specific timetabled lessons to accommodate termly maths intervention if appropriate.
- Last academic year, 22 numeracy catch-up students in Teaching Groups A and B received weekly maths intervention over two terms with an external tutor in conjunction with PP students. All students who are both PP and Catch-up students in Teaching Group A and B (with the exception of 1 who made excellent progress in class) were offered intervention. Further targeted intervention led by our specialist Maths TA in term 6 was provided to those who had shown the least progression in this intervention. In addition, selected numeracy Catch-up students also received additional intervention with their times tables during year 7.
- 10 of the numeracy catch-up students did not receive any intervention during the year. 6 of these students are in Teaching Group D and making good progress. We will continue to monitor and assess these students and provide intervention if they do not make progress. The additional 4 students who did not receive numeracy intervention in Year 7 will be included in the catch up programme for 2019/20.

Continuing Catch-up Intervention for Current Year 8 Students

- During year 8, we are continuing to work with the lowest ability of the 53 students we received in September 2018 who were reported as 'Not Achieved National Average' in their Key Stage 2 SATS in reading and/or maths. 23 of these students are reported as PP students and 30 are not PP students. Additionally, students in Teaching Group A will continue to receive an additional maths and English lesson in place of MFL.
- This academic year we continue to work with those year 8 students whose reading age is still 2 years or more behind their chronological age. For 5 of our currently lowest attaining ability students, intervention will involve 2 x 60-minute sessions a week in a small group led by the Assistant Catch-up Co-ordinator. Students will be withdrawn from specific timetabled lessons to accommodate the intervention. If further support is required after these sessions, we will endeavour to provide additional intervention in year 8 and

into year 9. This may take place in the form of small group work focusing on specific areas of phonics and group reading or for some students we may offer individualised intervention in the form of a specific programme such as 'Toe by Toe' or aspects of 'Letters and Sounds.'

- Over terms 4-6, we plan to provide intervention for the remaining year 8 students identified with a reading age of two years or more below their chronological age.

Reading Catch-up Intervention for Current Year 9:

- We have identified 9 students who whilst in year 8, were still progressing towards satisfactory reading ages. Intervention was provided in small groups or on an individualised 1-1 basis.
- The table below show the progress that 6 of these students made in whilst in year 8. This was measured using both the Hodder Word and the Hodder Sentence reading test.

Yr 8 Reading	Word		
	No. of Students	Total Progress (months)	Average Progress (months)
PP	1	33	33
Non-PP	5	115	23
Total	6	148	25

Yr 8 Reading	Sentence		
	No. of Students	Total Progress (months)	Average Progress (months)
PP	1	29	29
Non-PP	5	183	37
Total	6	212	35

- In terms 3-6 of year 9, we will reassess these Reading Catch-up students. Year 9 students can only be withdrawn from either Progress time or PE lessons to accommodate their intervention. In addition Access Arrangement assessments will provide useful information on their current levels

Numeracy Catch-up Intervention for Current Year 9:

- Last academic year, whilst in year 8, Catch-up students in Teaching Group A continued to receive an additional maths lesson per week in place of MFL.
- In addition, a number of the Numeracy Catch-up students in Teaching Groups A and B received weekly maths intervention over two terms with an external tutor in conjunction with PP students. All students who are both PP and Catch-up students in Teaching Groups A and B were offered intervention. Targeted intervention led by our specialist Maths TA in term 6 was provided to those who had shown the least progression in this intervention.
- Selected numeracy Catch-up students also received additional help with their times tables last academic year during year 8.

Reading Catch-up Intervention for Current Year 10

- Last academic year, whilst in year 9, 16 Reading Catch-up students continued to receive reading intervention. These students have been assessed for Access Arrangement support. We do not plan to work with year 10 students this academic year

Reading Catch-up Intervention for Current Year 11

- Last academic year, whilst in year 10, we continued to work with 4 students who had particularly low reading ages. Selected students were assessed for Access Arrangements in year 10. We do not plan to work with year 11 students this academic year.

Additional Information

- Our year 12/13 students are providing a weekly reading/times tables session this year for catch up students in year 7 and 8.