

## Reading and Numeracy Catch Up 2017-2018

### **Desired impact:**

- A significant improvement in reading age as measured by Hodder Reading Score (Word and Sentence or Comprehension) for years 7 and 8; Hodder Reading (Word and Sentence) and Access test for year 9 upwards. The Salford reading test is used for our lowest achieving readers as it highlights smaller steps of progression (commonly used in primary schools). In addition, we also use the Pixl Sounds Audit which allows a student's phonological progress to be recorded accurately.
- 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.

### **Reading and Numeracy Catch-up Intervention for Year 7**

We received 43 students in September 2017 into year 7 who are reported as 'Not Achieved National Average' in their Key Stage 2 SATS in reading and/or maths. 9 of these students are reported as PP students and 34 are not PP students. Funding has been confirmed by the government as follows: 'In 2017 to 2018 we have allocated funding to schools on the basis that they receive the same overall amount of year 7 catch-up premium funding they received in 2016 to 2017, adjusted to reflect the percentage change in the size of their year 7 cohort between the October 2016 and the October 2017 school censuses as follows:

(the number of year 7 pupils recorded on the October 2016 school census) divided by (the number of year 7 pupils recorded on the October 2017 school census) multiplied by the 2016 to 2017 allocation.

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### **Reading Catch-up Intervention for Year 7 2017-18:**

36 students have 'Not Achieved National Average' in their Key Stage 2 Reading SATS, of which 9 are PP students and the remaining 27 are not PP students.

All 36 students were initially assessed in year 7 using our own internal tests.

- 15 students were found to be at a satisfactory reading age without any intervention – however a number of these students were offered some intervention with volunteer readers and Teaching Assistants to ensure their levels were maintained. The reading ages of these students will be monitored as they progress through the school.
- 21 students were tested and found to have a lower than satisfactory reading age (defined as reading age being more than two years below chronological age) although 2 of these students scored a satisfactory reading age in one of the tests but did not perform so well in the second test. 16 of these 19 students received intervention in year 7: the remaining 3 students will receive intervention in year 8. Those students identified with the lowest attainment have, wherever possible, received more than one set of intervention over year 7. Students usually work in small groups of three or four students, led by the Catch-up Coordinator or the Assistant Catch-up Coordinator. Typically, each student attends one 60 minute session per week over a term. Students are withdrawn from specific timetabled lessons to accommodate the intervention. If further support is required after year 7, we will endeavour to provide this in Year 8 and into subsequent academic years. This may take place in the form of additional 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.'
- Of the 9 PP students – 2 students were tested and were found to be of a satisfactory reading age and so did not receive any intervention in year 7. They will be monitored over the coming years. The remaining 7 PP students all received intervention in year 7 and 2 of these students have now achieved a satisfactory reading age. Those PP students who have not achieved a satisfactory reading age have either already commenced intervention in year 8/are planned to receive intervention in year 8.

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The tables below show the progress our reading catch-up students made in year 7. Each student is tested using both the Hodder Word and the Hodder Sentence reading test. It was not necessary to use the lower level Salford test this year.

It is worth noting that 3 students who received intensive intervention during year 7, and were observed making substantial progress, left without notice at the end of year 7. This means that we don't have any results for them to add to those below.

Year 7 Reading	Word		
	Number of Students	Total Progress (months)	Average Progress (months)
PP	4	159	40
Non PP	12	316	26

Year 7 Reading	Sentence		
	Number of Students	Total Progress (years/months)	Average Progress (years/months)
PP	4	171	43
Non PP	12	411	34

### **Numeracy Catch-up Intervention for Year 7:**

28 students have 'Not Achieved National Average' in their Key Stage 2 Maths SATS, of which 6 students are registered as PP students and 22 students are not. 16 of the identified maths Catch-up students are in Set A which provides support for our currently lowest attaining students (although 1 student left midway through year 7) and received an additional maths lesson a week which focuses on core maths skills. 4 of the 6 PP students are in Set A. We have specifically employed an experienced primary teacher who brings with him all the skills necessary to help the students in this teaching group to progress and

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close the gaps. Furthermore, this class is also supported by an additional Teaching Assistant.

12 of the identified year 7 maths Catch-up Students, including 2 PP students, are in our middle teaching groups – sets B and C - which do not receive an additional weekly intervention lesson as part of their timetable. The 4 lowest attaining students in set B received times tables intervention in year 7. All students made good proven progress.

During year 8, we will assess, and where required, provide an intervention programme for the remaining 8 students where it will be of benefit. This will include 1 PP students who is yet to receive intervention. Students will be withdrawn from specific timetabled lessons to accommodate the intervention.

### **Year 7 Progress Time Activities**

This academic year, we continued with a range of targeted activities in form time to help accelerate the progress of our year 7 students. The following activities are included.

- Times tables. On entry, the year 7 students were tested on their times tables knowledge and speed of recall by sitting a timed test comprising of 100 questions. This test is then used termly to track progress. Students have been set a specific times table to learn weekly for homework in terms 1 and 2. This year, we have also introduced a range of extension exercises to stretch our highest achieving students.
- Spellings – each week the students have been taught a rule and then set a list of spellings following this rule for homework.
- Comprehension – students' comprehension is being stretched via a Progress time activity based upon Pixl Wave resources.
- Oracy – students will follow a two week oracy programme in Progress time
- Debates – students' take part in Progress time debates based on ethical issues following short videos.

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### **Year 8**

In the 2016-2017 academic year, we received 61 students - nearly double our normal intake of students - who were reported as below 'National Average' in reading and/or maths. This was due to the introduction of new higher standards for Year 6 SATs.

17 of these students are recorded as PP students, although 4 of these students have now left.

2 non PP students have also left the school.

### **Year 8 Reading**

In the 2016-17 academic year, Wrotham School received 41 reading catch-up students of which 16 students are recorded as PP students. 4 of these PP students have now left the school.

During year 8, we continued to work with 12 students who had not reached an appropriate reading age.

This current academic year as the students move into year 9, we have continued our work with 6 students (3 of whom are PP students) who are making progress but are yet to reach a satisfactory reading age. We are providing small group and 1-1 intervention for reading using appropriate programmes such as Toe By Toe. Students are withdrawn from specific timetabled lessons/form time to accommodate the intervention.

### **Year 8 Maths**

Wrotham School received 46 maths catch-up students of which 12 students are recorded as PP students. 3 of these PP students and 3 other students have now left the school.

16 of the identified maths Catch-up students, including 5 PP students, were in Set A during year 8 which provides support for our currently lowest attaining students. During year 8, these students continued to receive an additional maths lesson a week which focuses on core maths skills. We have specifically

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employed an experienced primary teacher who brings with him all the skills necessary to help the students in this teaching group to progress and close the gaps. Furthermore, this class is also supported by an additional Teaching Assistant.

In addition 3 match catch up students, who are also PP students, from Set A were also offered further intervention in a small group in terms 2-3 of year 8 to help with their times tables. All students made good proven progress.

### **Year 9 Reading**

We continued to work with 5 year 9 students who are still progressing towards satisfactory reading ages. We are providing intervention in small groups for these students to facilitate very specific intervention. Year 9 students are withdrawn from either form time or PE lessons to accommodate their intervention. We continue to support these students into year 10.

### **Year 10**

Throughout year 10 we continued to work to work with 3 students with reading ages substantially below their chronological age. These students have now all received Access testing for their GCSE exams, and therefore we have now concluded catch-up intervention with them.

### **Year 11**

We continued to support 5 year 11 students with their comprehension skills in form time sessions at the beginning of year 11.

### **Additional Information**

- We are very encouraged to note that only three of our year 11 reading catch up students will require the support of a reader as part of their GCSE ACCESS arrangements. This is due to the intensive and

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personalised programme which has continued for students with literacy difficulties throughout their schooling, rather than just in year 7.

- We are fortunate to have the assistance of 5 volunteers to work with some of our catch-up students. In addition 2 year 13 students are also volunteering to work with selected year 7 students.
- We are currently undertaking a pilot to ascertain the benefits of providing intensive intervention 3 times a week over a term as opposed to a weekly intervention session over a number of terms.
- In term 6 of the 2016-2017 academic year and continuing into this academic year, the Teaching Assistants have taken part in extended phonics training to enable them to more effectively support students in reading intervention during form time and within lessons.

### **Case Study 1 - reading**

- SJD is now in year 9. She arrived late into year 7 and had missed a large amount of primary school. SJD has a mild form of dyslexia.
- When SJD arrived at Wrotham, she was virtually a non-reader and could not cope with any written class work.
- SJD received intensive intervention over year 7 and 8 in either a small group or on an individual basis.
- A reading test conducted at the beginning of year 9 showed that SJD now had a reading age of around 10 years.
- SJD will continue to be offered a weekly 1-1 reading/phonics session in year 9.

### **Case Study 2 - reading**

- BW is now in year 8. BW has an entry on the SEN register and is dyslexic.
- When BW arrived at Wrotham in year 7, he was recorded as having a reading age of between 6-7 years.
- BW received intensive intervention over year 7 in either a small group or on an individual basis.
- A reading test conducted at the beginning of year 8 showed that BW now had a reading age of between 9-10 years. Therefore, in one academic year, BW has closed the gap between his reading age and his chronological age by 3 years.

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- BW is currently participating in an intensive phonics course of 3 periods a week, plus 2 form times sessions weekly with the aim of continuing the accelerated learning achieved in year 7.