

Reading and Numeracy Catch Up 2017-18 (March 2018 with statistics as of May 2018)

CATCH UP FUNDING – 2017/ 18

£15,114.00.

2018/2019 Forecast – £15,114

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 used for our lowest achieving readers as it highlights smaller steps of progression (commonly used in primary schools).
- 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 have 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. To date we have not received confirmation of funding for these pupils (and anticipate this may not be until March 2018) but have already commenced the Catch-up intervention programme.

Reading Catch-up Intervention for Year 7:

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. Our initial focus has been to identify and plan intervention for the currently lowest attaining of these students. We have used our own internal tests to re-assess and gather more detailed information about our students. Intervention sessions commenced for some of these students in term 1 with further sessions added in term 2. The students will work in small groups of three or four students, led either by the Catch-up Coordinator or the Assistant Catch-up Coordinator. Typically, each student will attend 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 Students are withdrawn from specific timetabled lessons to accommodate the intervention.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 the initial intervention programme, we will endeavour to provide this in Year 7. 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.'

Over terms 3 – 6 we will assess and where required, provide an intervention programme for all our year 7 students identified with reading ages substantially below their chronological age and endeavour to provide additional support as necessary.

Dependant on the reading abilities and reading ages presented to us at the start of year 7, it may be necessary to work with some students over the long term and into subsequent academic years.

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. The majority of the identified maths Catch-up students are in the Inspire Teaching group and receive an additional maths lesson a week which focuses on core maths skills. 5 of the 6 PP students are in the Inspire Teaching Group. 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 close the gaps. Furthermore, this class is also supported by an additional Teaching Assistant. Over the academic year, we hope to provide further support for some of our lowest prior attaining students in the Inspire Set with small group intervention in addition to their weekly class intervention. Students will be withdrawn from specific timetabled lessons to accommodate the intervention.

A small number of year 7 maths Catch-up Students are in the Professional Academic Teaching groups which do not receive an additional weekly intervention lesson as part of their timetable. We will assess, and where required, provide an intervention programme for those students where it will be of benefit. Students will be withdrawn from specific timetabled lessons to accommodate the intervention.

Year 7 form Time Activities

Last academic year, we introduced a range of targeted activities to form time to help accelerate the progress of our year 7 students. We are continuing with the programme this year and we continue to develop it.

- 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. 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.
- Vocabulary – students' vocabulary is being stretched via a form time activity.
- Oracy programme – students will follow a two week oracy programme
- Debates – students' take part in form debates based on ethical issues following short videos.

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. Funding received for these students was based on the funding levels we received in 2015-2016 so we effectively received approximately £250 per student as opposed to the normal £500 per student.

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

Year 8 Reading

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.

The tables below show the progress our catch-up students made in year 7. Each student is tested using both the Hodder Word and in addition, the Hodder Sentence reading test. However, our lowest attaining students are tested using the Salford Sentence Reading Test as it is more accessible for these students and also shows smaller increments of progress. In 2017, we also started to use the Pixl Sounds Audit which allows a student's phonological progress to be recorded accurately.

Yr 7 Reading	Word		
	Number of Students	Total Progress (years/months)	Average Progress (years/months)
PP	3	4:04	1:05
Non PP	10	12:03	1:02
Total	13	16:07	1:03

Yr 7 Reading	Sentence		
	Number of Students	Total Progress (years/months)	Average Progress (years/months)
PP	3	9:01	3:00
Non PP	10	23:09	2:04
Total	13	32:10	2:06

Yr 7 Reading	Salford		
	Number of Students	Total Progress (years/months)	Average Progress (years/months)
PP	2	2:01	2:00
Non PP	0	N/A	N/A

Total	2	2:01	2:00
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We monitored those students who had not achieved 'National Average' in their Key Stage 2 SATs but had achieved the higher level of 4C and it is worth noting that a number of these students were placed in our higher sets after internal assessment. This included 4 PP students. We provided reading intervention to those who would benefit from it. We will complete an additional reading assessment with these students during year 8 to ensure they are still maintaining a satisfactory reading age.

All students, who are both reading catch-up students and PP students, have been offered reading intervention in year 7 with the exception of one high achieving student who is in the highest set and achieved a reading age which exceeded a chronological age.

During year 8, we will continue to support our students who were funded for Catch-up in Year 7 and are still working towards 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 47 maths catch-up students of which 12 students are recorded as PP students. 4 of these PP students have now left the school.

The 8 remaining PP students are either in our Inspire set and receive an additional maths lesson weekly, or where in a higher set, received targeted intervention in term 6 of year 7.

During term 6 of year 7, we were able to offer our catch up students in the higher sets intervention from our previous Head of Maths – Laura Hammond. In Year 8, these students who are now in the newly named Professional Academic Teaching Groups will be offered further small group intervention where this will still be of benefit. Students are withdrawn from specified timetabled lessons/form time to accommodate the intervention.

During year 7, our Set A students received an additional weekly lesson with a focus on core maths skills and continue to do so in year 8. A small number of these students were also able to receive additional intervention in year 7 from Laura Hammond. This year, 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 close the gaps. Furthermore, this class is also supported by an additional Teaching Assistant.

Year 9 Reading

We continue to work with 6 year 9 students who are still progressing towards satisfactory reading ages. We are providing individualised intervention for these students. Year 9 students are withdrawn from either form time or PE lessons to accommodate their intervention.

Year 10

Throughout year 9 we continued to work with 5 students with reading ages substantially below their chronological age. These students made good progress in year 9 with an average improvement in their reading ages of 14 months as measured by the Hodder Word test and 31 months as measured by the Hodder Sentence test. As we enter year 10, one of these students has achieved their target. We continue to work with these students in year 10. Year 10 students are withdrawn from either form time or PE lessons to accommodate their intervention.

Year 11

We continue to support 5 year 11 students with their comprehension skills in form time sessions.

Additional Information

- We are very encouraged to note that only three of our year 11 reading catch up students and two of our year 10 reading catch up students will require the support of a reader as part of their ACCESS arrangements in years 10 and 11. This is due to the intensive and 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 a volunteer to work with some of these students and our year 10 prefects are also assisting with form time reading once a week.

Case Study 1 - reading

- LK is now in year 10. LK has an entry on the SEN register
- When LK arrived in year 7 his reading age was around 6 years. LK did not believe that he could learn to read and had a very low morale.
- LK received intervention in year 7 in the form of a small group programme over a term and 1-1 reading with a parent volunteer over terms 3-6. LK made approximately 12 months progress in his reading age during this year. A substantial step for LK.
- We offered a further two termly small group programmes in year 8 and saw further small steps of progress.
- At the start of year 9, we began an intensive reading/phonics programme with LK called Toe by Toe (known to be effective for those with dyslexia) which LK completed twice a week throughout the year with a parent volunteer and LK also attended two separate termly small group programmes.
- A reading test conducted at the beginning of year 10 showed that LK now had a reading age of around 11 years.
- LK has continued to be offered reading in form time during year 10 and also an intensive 1-1 hourly session once a week.
- LK was tested in January of year 10 to assess if he would require a reader for his GCSE exams but his reading levels are now good enough not to require this support.
- In term 4 of year 10, LK is just finishing his Toe By Toe programme and will be signed off the reading programme.

Case Study 2 - reading

- BM is now in year 8. BM does not have any SEN issues.
- When BM arrived in year 7 her reading age was around 9-10 years. She doesn't enjoy reading but will try hard.
- BM received intervention in year 7 in the form of a small group programme in term 2. Some improvement was seen and I identified some gaps in her phonics knowledge.
- BM was offered a combination of further group intervention in term 3 coupled with some intensive 1-1 sessions working specifically on the identified gaps.
- BM was tested at the end of this intervention and her reading age was around 12.5 years which was in line with her chronological age at that time.
- We will continue to monitor BM as she moves through the school.

Case Study 3 – reading

- GT is now in year 9.
- GT has an entry on the SEN register for ADHD/ASD.
- When GT arrived in year 7 she had a reading age of around 6 – 7 years. She was very negative about reading and would use avoidance tactics whenever possible.
- GT received intervention in year 7 in the form of small group programme in term 2. Some progress was seen.
- GT started the intensive phonics programme called Toe by Toe in term 2 of year 7. Twice weekly sessions were given for the remaining 5 terms of the school year and in addition a further small group programme was offered in term 6.
- At the beginning of year 8, GT's reading age was around 7-8 years.

- GT continued with Toe By Toe throughout year 8 and also undertook a small group programme in term 2.
- At the beginning of year 9, GT was showing little progress and we saw that the level she was at in Toe By Toe was becoming unapproachable for a child with the concentration issues she had. I made the decision to move GT to a different scheme of work which was more visual and had more instant rewards.
- After discussion with the SENCO, Specialist Teaching Services were invited in to discuss GT and a small number of other students who were not making satisfactory progress. STS recommended the use of a spelling programme to access reading through the 'back door' and we also decided to re-assess GT using the basic 'Letters and Sounds' programme.
- GT has embraced the changes to her intervention programme and is a happier and more enthusiastic person.
- GT will be re-assessed in March.