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| **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). The Salford reading test is used for our lowest achieving readers as it highlights smaller steps of progression.
* 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.

**Overview:**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. 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 (Sept 2017):**

36 students have ‘Not Achieved National Average’ in their Key Stage 2 Reading SATS. 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 have commenced for some of these students in term 1 with further sessions being 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 Students are withdrawn from specific timetabled lessons to accommodate the intervention.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 ‘Toe By Toe’ reading/phonics programme.

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 (September 2017):**

28 students have ‘Not Achieved National Average’ in their Key Stage 2 Maths SATS. 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. We have specifically employed an experienced primary teacher who brings with him all the skills necessary to help the students in this teaching group 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 8 Reading**

During year 7, our Catch-up students made an average improvement in their reading ages of 16 months as measured by the Hodder Word test and 31 months as measured by the Hodder Sentence test.

During year 8, we will continue to support our students who were funded for Catch-up in Year 7 unless they have made significant progress in reading. 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**

Our Inspire Teaching Group Year 8 Catch- up students continue to receive an additional weekly lesson with a focus on core maths skills. We have specifically employed an experienced primary teacher who brings with him all the skills necessary to help the students in this teaching group progress and close the gaps.

In addition, Year 8 maths catch up students in the Professional Academic Teaching Groups will be offered small group intervention where this will still be of benefit. Students are withdrawn from specific timetabled lessons/form time to accommodate the intervention.

**Year 9 Reading**

We continue to work with 6 year 9 students who are still working 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 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.

**Impact of the Catch-up programme**

Student 1: This student entered year 7 with a reading age of around 9 years 7 months. This student received weekly intervention throughout year 7. At the end of year 7 her reading age was recorded as 11 years, 7 months in the Hodder Word Reading Test and 12 years 6 months in the Hodder Sentence Reading Test.

 Student 2: This student entered year 7 with a recorded reading age of around 5 years. Substantial intervention was offered in the form of small group sessions and 1-1 Toe By Toe sessions over years 7 and 8. At the end of year 8, the student had a reading age of 10 years 5 months in the Hodder Word Reading Test and 13 years, 3 months in the Hodder Sentence Reading Test.

Student 3: This student entered year 7 with a reading age of around 6 years. Substantial intervention was offered over years 7 and 8 with further personalised intervention added in years 9 and 10. At the end of year 10 this student had a reading age of 13 years, 4 months in the Hodder Word Test and 16 years 5 months in the Hodder Sentence Reading Test.