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| **Reading and Numeracy Catch Up 2016-17 ( July 2017)**  |

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| In previous years, the reading and numeracy catch-up premium provided schools with an additional £500 for each year 7 pupil who did not achieve the required standard of a least a level 4 in reading and/or maths at the end of key stage 2. New national standards for KS2 were introduced this year and students were reported as having either ‘Achieved ‘National Standard’ or ‘Not Achieved National Standard’. These higher national standards resulted in 59 year 7 students being reported as below national average in reading and/or maths s – this is almost double our normal number of students. However government funding for the academic year 2016-2017 has been granted so that the school only received the same overall amount of year 7 catch-up premium funding they received in 2015-2016. Therefore this year, Wrotham School has received less funding per student than in previous years. **Catch Up Premium income 2016/17       £14,797**

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| **How was this money spent?** |
| Literacy and Numeracy Focus Co-ordinator Salary |
| Literacy and Numeracy Focus Assistant Co-ordinator Salary |
| Contribution to Salary of Teaching Assistants leading the morning reading and Parent Ambassador reading programmes, supporting Set A maths lessons and leading small maths intervention groups. |
| Purchase of specific resources |

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

* The higher national standards introduced in 2016 for Key Stage 2 SATS resulted in 59 students being reported as ‘Not Achieved National Average’ in reading and/or maths. An additional two students who joined year 7 have increased the total number of students to 61. Of these 61 students, we have identified 33 students who have reading or maths levels below the previously required level of 4c and have been working actively with these students since September 2016. The remaining students have been offered appropriately tailored specific interventions over the summer terms.

**Reading Catch-Up Intervention for Year 7**

* By the end of term 6 all the reading year 7 reading catch up students (with the exception of two students who are in our highest achieving ability set) will have received a programme of intervention. Typically the students work in small groups of three or four students, led either by the Catch up Co-ordinator or the Assistant Catch-up Co-ordinator. Generally each student will attend one 60 minute session per week over a term. Students are withdrawn from specific timetabled lessons to accommodate the intervention.
* Intervention was prioritised in September for our lowest attaining funded year 7 catch up students and a number of these students have undertaken additional interventions over terms 4 – 6. This has taken 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 phonics programme. We are fortunate to have the assistance of a volunteer to work with some of these students and our year 10 prefects have also assisted with form time reading once a week.
* Based on the reading abilities/ages presented to us at the start of year 7, it will be necessary to work with some students over the long term and into subsequent academic years.

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

* By the end of term 6 all the maths year 7 reading catch up students (with the exception of two students) will have received a programme of intervention.
* The majority of the funded maths catch up students are in Teaching Group A and receive an additional maths lesson a week which focuses on core maths skills. This class is supported by an additional Teaching Assistant. In addition, we have been able to support some of our lowest prior attaining students in Teaching Group A with small group intervention in addition to their weekly class intervention.
* The maths catch students in Teaching Groups B and C do not receive an additional class weekly intervention lesson as these sets are offered Modern Foreign languages instead. Having assessed their recent levels, a number of these students have been offered small group maths intervention over terms 5 and 6 of this academic year.
* In term 6, we have also been able to offer our maths catch up students in teaching groups B, C and D an additional weekly maths catch up lesson in place of a timetabled lesson. A number of Set A students have also benefitted from this too.

**Year 7 form Time Activities**

In order to help accelerate the progress of our year 7 students the following activities have been introduced into form time:

* 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. In terms 1 and 2 students were set a specific times table to learn weekly for homework. Those students who have not made good progress also attended a weekly booster club.
* Reading – each form reads weekly as a group.
* 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 in term 5.
* Oracy programme – students are following a two week oracy programme
* Debates – students’ are having form debates on ethical issues following short videos.

**Year 8**

* We are also continuing to support our 21 Year 8 students who were funded for Catch-up in Year 7 unless they have made significant progress in Maths/English lessons. We are providing small group and 1-1 intervention for reading using appropriate programmes. In maths, our Teaching Group A Year 8 catch- up students continue to receive an additional weekly lesson with a focus on core maths skills. The Year 8 maths catch up students in Teaching Groups B and C will be offered small group intervention in terms 5 and 6 where this will be of benefit. Students are withdrawn from specific timetabled lessons/form time to accommodate the intervention.

**Progress made by reading catch-up students during year 7**

* 12 students in total (originally 13).
* 2 students have achieved reading ages in line with or above their chronological ages.
* 4 students now have reading ages within 16 months of their chronological age and will receive further intervention towards the end of year 8.
* 4 students have made progress of at least 21 months and are currently receiving further intervention in year 8 to help them continue to close the gap between reading and chronological ages.
* 2 students continue to have low reading ages and have not made good progress in year 7. We will continue to work with these students throughout year 8.

**Additional Information**

* We are very encouraged to note that only one 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 (compared to 4 students in 2016-17 when the catch up programme was not fully implemented and 5 students in 2015-2016 prior to the start of the catch-up programme). 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.
* Our literacy support programme received an award at the 2016 Kent Literacy Awards.
* We invited Specialist Teaching Services to visit us in January to gain advice on a small number of students who are not making satisfactory reading progress. They were impressed by the depth and personalisation of our literacy programme. They recommended we should try a spelling programme for these students and concluded that we had a robust catch-up programme in place.