

Reading and Numeracy Catch Up Report 2022/23

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 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 specific mathematical skills as directed by the Maths Department.
- A significant improvement in basic numeracy skills.
- 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 2022/23	Now received in conjunction with Covid Catch-up Programme
How will funding for 2022/23 be allocated?	<ul style="list-style-type: none"> • Salary for Catch-up Co-ordinator. • Contribution to Teaching Assistants’ salaries for Progress Time activities and additional classroom support. • Contribution to tutoring to be offered on a Friday by Catch-up Co-ordinator. • 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 Co-ordinator. • One-to-one reading and phonics sessions led by 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/core maths skills/dyslexia support.

	<ul style="list-style-type: none"> • Small group maths groups led by Catch-up Co-ordinator working additional hours under the Covid Catch-up Programme. • Organisation of parent volunteers and sixth-form buddies to support catch-up students with maths and reading skills. • We are also looking to refill the position of Catch-up Co-ordinator as this position became vacant in July 2022.
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Analysis of Reading Data for Year 7 using Year 6 SATs

- Our current year 7 cohort who arrived at Wrotham in September 2022 sat SATs during year 6 at their primary schools. They are the first cohort of year 7 entry to have undertaken SATs since 2019.
- We have used the year 6 SATs results in reading to help identify those who would benefit for further provision.
- Government data says that nationally, 74% of students met the expected standard in reading in 2022, up from 73% in 2019.
- 163 Wrotham Year 7 students had SATs reading results recorded:
 - 122 (75%) of students achieved a pass (standardised score of 100 or more).
 - 41 students (25%) did not achieve a pass.
- The reading SATs results can be broken down further for those who did not achieve the target standardised score of 100 as below:

<u>Year 7 Reading – students not achieving the target standardised score of 100</u>				
Standardised Scores	<70 Well Below Average	70-84 Below Average	85-89 Low Average	90-99 Mid Average
SATs Reading	0	1	4	36
SATs Total = 5 students standardising below 90 - 3% of students tested.				SATs Total = 36 students standardising between 90 - 100 = 22 % of students tested.

- In term 1 of the 2022-2023 academic year, the 5 students who standardised at less than 90 in their year 6 SATs were offered a weekly reading session during Form Time with a TA. A further 7 students, who achieved scores in the 90-99 standardised range, were also offered a weekly reading session during Form Time with a TA: these groups also focused on dyslexia strategies and social skills.
- In term 2, the intervention offered by TAs during Form Time was modified due to a TA commencing maternity leave and changes to a mentor's timetable: this resulted in 3 students in the 90-99 standardised range being offered continued intervention covering both reading and social skills during Form Time with a TA – this intervention continued to the end of term 6. The 5 students who standardised at less than 90 in their year 6 SATs will be re-tested during terms 2/3 to establish their updated needs.
- In term 3, 15 year 7 students were offered 1-1 reading for 30 minutes with a sixth-form mentor. We chose students who had standardised at the top end of below 100 in their year 6 SATS in a bid to help them reach the required levels.
- Two Teaching Assistants left unexpectedly at the end of term 3 affecting the continuation of reading support for 4 of our students who standardised at <90 in their year 6 SATS. However, two of our currently lowest attaining readers (a year 7 student with an EHCP joined us in October 2022) continued to be offered 2 x weekly Form Time reading sessions throughout terms 4 to 6 (although EHCP student left an end of term 4) and an additional weekly session with a volunteer during terms 3 and 4.
- In terms 5 and 6, the 5 students who achieved <90 in their year 6 SATS were offered a weekly reading/phonics session. An additional 5 students who achieved a standardised score in the low 90s in their year 6 SATS were also offered a weekly reading/phonics session.
- In term 6, a further 11 students who standardised between 92 and 97 in their Year 6 SATS have received intervention during Form Time.
- Summary at end of year 7. All students standardising at <100 in their year 6 SATS, bar 3 (plus one student who left, plus one additional student who did not sit SATS), have received reading/phonics intervention whilst in year 7.
- Priorities for year 8:
 - Review the 4 students who have not received intervention and offer if appropriate.

- Review the students who only received intervention with sixth-former mentors in year 7 and offer intervention if appropriate.
- Continue to offer intervention to those students recognised as requiring long-term intervention.
- Run in-house reading tests for year group and re-analyse intervention requirements

Analysis of Maths Data for Year 7 using Year 6 SATs

- Our current year 7 cohort who arrived at Wrotham in September 2022 sat SATs during year 6 at their primary schools. They are the first cohort of year 7 entry to have undertaken SATs since 2019.
- We have used the year 6 SATs results in maths to help identify those who would benefit for further provision.
- Although not specified by the Government, Wrotham year 7 students additionally undertake a times tables test to allow the school to identify those students who would benefit from additional help in this area.
- Government data says that nationally, 71% of students met the expected standard in reading in 2022, down from 79% in 2019.
- 164 Wrotham Year 7 students had SATs maths results recorded:
 - 114 (70%) of students achieved a pass
 - 50 students (30%) did not achieve a pass.
- The maths SATs results can be broken down further for those who did not achieve the target standardised score of 100 as below:

Year 7 Maths – students not achieving the target standardised score of 100				
Standardised Scores	<70	70-84 Below Average	85-89 Low Average	90-99 Mid Average

	Well Below Average			
SATs Reading	0	1	6	43
SATs Total = 7 students standardising below 90 - 4 % of students tested.				SATs Total = 43 students standardising between 90 -100 = 26 % of students tested.

- The tables below summarises the results of the times tables tests undertaken on Taster Day in July 22

Year 7 Times Tables (161 students Tested on Taster Day)			
Scores out of 100	Achieving below 50	Achieving between 51-80	Achieving between 81-100
Times Tables	8	43	110

In terms 1 and 2 of the 2022-2023 academic year:

- Times tables sessions have been offered to:
 - The 7 students who achieved the lowest standardised scores in their year 6 Maths SAT (81-89) as these students all scored below 61/100 in their times tables test. This was also an opportunity for our maths TA to get to know those students with the lowest attaining Maths SATs scores.
 - The 9 students who standardised slightly higher in the Year 6 Maths SATs (90-99 bracket) but only achieved a timetables score of < 61/100 (bar one student achieving 70/100 in their timetables test).
 - The 4 students who achieved <60/100 on their times tables test despite passing their year 6 Maths SATs.
- These plans have ensured that all students achieving a score of < 58/100 in their timetables tests have received intervention early on arriving at Wrotham. In addition, those achieving SATs results in the lowest standardised bracket have already begun intervention early on in their secondary journey.

- The TA has focused on assisting the students to find solutions/methods to their times tables question where tables are not known by rote.
- These students were retested at the end of term 2 with all students demonstrating improvement. Results are below:

Name	Jul-22	Jan-23
Student A	9	30
Student B	17	49
Student C	33	55
Student D	38	73
Student E	46	68
Student F	46	71
Student G	48	71
Student H	48	60
Student I	51	74
Student J	52	60
Student K	52	65
Student L	54	72
Student M	54	62
Student N	53	66

Student O	55	64
Student P	57	75
Student R	58	75
Student S	60	73
Student T	70	79
Student U	N/A	44

- Year 7 students were reviewed at the end of term 2 for inclusion in a basic skills intervention package to run in form time. We were guided by the Baseline tests sat by year 7 in December 2022 and class teachers' observations
- 20 Year 7 students were selected for the basic skills intervention package. 6 students attended a weekly Form time session from term 3 – term 6 (the extended intervention period offered allowed for breaks in the sessions when TAs were required to invigilate). A further 15 students were offered an hour-long weekly session over terms 3 and 4 – these students are currently being retested to define progress made.
- Summary at the end of year 7: Those students identified by either year 6 SATS results or by school baseline tests as being most in need of additional help have received intervention.
- Priorities for year 8: Working in conjunction with maths department results, we will select students for intervention whilst ensuring those who achieved a standardised score of <90 in year 6 SATS are considered.

Year 8 Reading

Historical Information:

- Our current year 8 cohort did not undertake year 6 SATS due to the impact of Covid. On arrival at Wrotham School in year 7, this year group undertook tests in both reading and maths via an online testing package called Baseline. This assisted with GSCE result

prediction and also helped to determine those requiring additional intervention. The Baseline testing was completed over a number of months with the last tests being completed in March 22. The table below summarises the key data recorded from the reading Baseline tests.

• Year 7 (205 students)			
Standardised Scores	<70 Well Below Average	70-84 Below Average	85-89 Low Average
Baseline Reading	0	5	26
Baseline Total = 31 students standardising below 90. 15% of students tested.			

- During year 7, all those students who were identified in the earlier reading Baseline testing stages and received a score in <70 – 89 standardised ranges, were offered intervention. Those students who were identified in the later Baseline testing scoring <70 - 89 did not receive intervention in year 7 but have been monitored going into year 8.
- The table below summarises the status of these students at the end of year 7.

Intervention Offered	Impact	New Action
11 Students received intervention during year 7	8 students achieved standardised scores of 90 or above in the end of year Hodder testing. 1 student achieved a higher standardised score but still below 90. 2 students received intervention but left Wrotham School before retesting	Will be monitored into year 9 Was offered intervention in year 8 but turned down by parents. Will try to find a more acceptable session No action
6 students received intervention	Results have not improved.	These students were retested using a 1-1 pure reading test at the start of year 8 and then

		included in intervention in terms 1-2 of year 8. The students will be retested in term 3 of year 8.
12 students didn't receive intervention	Results have improved and for 10 students standardised scores are now over 90. 2 students with improved results, but still below a standardised score of 90.	No action required currently, but will be monitored as they progress through the school. These students were retested using a 1-1 pure reading test and then included in intervention in terms 1-2 of year 8. The students will be retested in term 3 of year 8.
2 students didn't receive intervention	Results have not improved.	These students were retested using a 1-1 pure reading test and achieved standardised score of 90 or above. No action currently but these students will be monitored as they progress through the school.

Year 8 Analysis of Reading Data for Standardised Scores of <90 for Year 8 using Hodder Group 3A Reading Test

- Our current year 8 students were re-tested for reading using the Hodder Group 3A Reading Test in July 2022 just prior to leaving year 7. The results are summarised in the table below.

• <u>Year 7 (195 students tested)</u>			
Standardised Scores	<70 Well Below Average	70-84 Below Average	85-89 Low Average
Hodder Group 3A Reading	0	19	15
Hodder 3A Total = 34 students standardising below 90. 17 % of students tested.			

- It should be noted that only 11 of the 34 students identified by the Hodder 3A Group Reading Test at the end of year 7 as standardising <90 were also identified in the same group by the Baseline reading taken during year 7. Therefore, 18 of the students originally identified in the Baseline <90 standardised group have standardised in a higher group, whilst two students have left Wrotham and were not retested.
- This means that an additional 23 students have been highlighted by the Hodder 3A Group Reading Test as now standardising in the <90 group. Due to the discrepancy between the Hodder 3A Group Reading Test and the Baseline results, all 34 students standardising at <90 in the Hodder test at the end of year 7 have been re-tested at the start of year 8 on a 1-1 basis with the Catch-up Co-ordinator. These students have been retested using a Hodder 1-1 pure reading test which encompasses two tests. Based on the results of the additional 1-1 testing, the following intervention plans were made:
 - 15/16 students scoring <90 in both of the 1-1 tests received intervention in terms 1 and 2 of the 2022-2023 academic year. (1 student's parents refused intervention). Post-intervention testing showed that all students had made good progress with the exception of two students (one will not wear glasses, 1 was not focused.) Results are below. (NB: Some of this progress isn't that obvious just using the colour coding as students still remain in the red band – but students have made good progress within this band) The majority of these students were transferred to a Form Time reading programme in term 3 to help consolidate their progress (the student whose parents had previously refused intervention, joined one of these groups.)
 - 2/8 students with one score in the <90 group received intervention in terms 1 and 2 of the 2022-2023 academic year. The two students who have received intervention in terms 1 and 2 were retested post intervention. Both students had made good progress with 1 of these students having met all their targets. One student was transferred to the Form Time reading programme to help consolidate their progress. Results are below. The remaining 6 students will be reviewed for intervention later in the academic year.

•	Prior to Intervention			After Intervention			Summary of Progress	Next Step
	Hodder Word	Hodder Sentence	PiXL Sounds Audit	Hodder Word	Hodder Sentence	PiXL Sounds Audit		
Student 1	78	<70	170	83	84	193	Progress all round	Form Time Intervention term 3. Further intervention terms 5-6

Student 2	79	87	195	88	103	201	Progress all round. 2/3 targets met	Form Time Intervention term 3
Student 3	<70	<70	175	75	<70	181	Some progress. Won't wear glasses. Doesn't like being tested.	Form Time Intervention term 3. Further intervention term 6
Student 4	85	86	204	111	117	208	Progress all round. 3/3 targets met	Monitor only
Student 5	80	84	198	89	99	199	Progress all round.	Form Time Intervention terms 3 - 6
Student 6	77	85	194	86	99	198	Progress all round.	Form Time Intervention term 3. Further intervention term 6
Student 7	80	88	200	104	107	203	Progress all round. 3/3 targets met.	Monitor only
Student 8	<70	<70	194	85	82	197	Progress all round.	Form Time Intervention term 3. Further intervention term 6

Student 9	<70	<70	170	76	77	181	Progress all round. Strong fear of being tested.	Form Time Intervention term 3. Further intervention term 6
Student 10	85	87	203	86	101	203	Progress all round. 2/3 targets met.	Form Time Intervention terms 3 - 6
Student 11	70	<70	198	99	96	204	Progress all round. 1/3 targets met	Form Time Intervention terms 4-6
Student 12	72	85	189	82	83	193	Some progress	Form Time Intervention term 3. Further intervention term 6
Student 13	77	87	196	86	92	205	Progress all round. 1/3 targets met.	Form Time Intervention term 3. Further intervention term 6
Student 14	82	94	200	104	110	203	Progress all round. 3/3 targets met,	Monitor only
Student 15	78	84	184	83	101	201	Progress all round. 2/3 targets made	Monitor only

Student 16	85	82	197	98	104	201	Progress all round, 2/3 targets met.	Form Time Intervention term 4. Further intervention term 6.
Student 17	79	90	196	88	99	205	Progress all round. 1/3 targets met.	Form Time Intervention terms 3-4

- 8 students achieving both scores in the => 90 scores will not be offered intervention this year, but will be monitored as they progress through the school.
 - 1 student left prior to 1-1 testing and 1 student is currently not in school.
- The outstanding 6 students who had achieved one score in the <90 group were offered a short course of intervention in either terms 4 and 5. Those students who received intervention in term 4 have been retested and all have made progress with standardised scores above 90. These students will now be monitored going through the school. Results for these students are below:

	Prior to Intervention			After Intervention			Summary of Progress	Next Step
	Hodder Word	Hodder Sentence	PiXL Sounds Audit	Hodder Word	Hodder Sentence	PiXL Sounds Audit		
Student 1	89	109	201	98	109	207	Progress in two areas but 2/3 goals achieved.	Monitor only

Students 2	81	104	205	106	111	N/A	Progress all round. 3/3 goals achieved.	Monitor only
Students 3	88	103	201	93	108	203/211	Progress all round. 2/3 goals achieved.	Intervention in term 6?

The two students receiving intervention in term 5 have been retested and results are below: **TO COMPLETE**

	Prior to Intervention			After Intervention			Summary of Progress	Next Step
	Hodder Word	Hodder Sentence	PiXL Sounds Audit	Hodder Word	Hodder Sentence	PiXL Sounds Audit		
Student 1								
Students 2								

Priorities for Year 9:

- Continue to offer intervention to students recognised as requiring long-term intervention.
- Run in-house reading tests for year group and re-analyse intervention requirements

Year 8 Maths

Historical Information

- Our current year 8 cohort did not undertake year 6 SATS due to the impact of Covid. Wrotham School therefore purchased an online testing package called Baseline which tested the students in English and maths, to assist with GCSE result prediction and to determine those requiring additional help.
- The Baseline testing was completed over a number of months during year 7 with the last tests being completed in March 22. The table below summarises our findings for the lowest attaining students on arrival at Wrotham.

Year 7 (205 students)			
Standardised Scores	<70 Well Below Average	70-84 Below Average	85-89 Low Average
Baseline Maths	0	1	14
Baseline Total = 15 students standardising below 90. 7 % of students tested.			

- 11/15 students who achieved standardised scores of < 90 received intervention in year 7.
- The remaining 4 students achieving a standardised score of <90 who did not receive intervention in year 7 will be reviewed with the maths department.

- A further bracket of those achieving a standardised score between 90 and 99 was also identified. 11 of these students who achieved a standardised score of <93 in the Baseline tests were offered intervention during year 7 after consultation with the maths department.
- No further tests were conducted with the cohort prior to entering year 8. The maths department will use their regular assessment data to guide intervention decisions in year 8.
- In terms 3-6 of Year 8, after consultation with the maths department, 13/15 students who achieved scores of <90 in their year 7 Baseline test were offered intervention from our maths TA on a weekly basis, once a week in Form Time. An additional student was also added on request. The intervention was offered over an extended period to allow for break when the TA was required for exam invigilation.
- Maths intervention was offered to our EHCP students as appropriate.
- Priorities for year 8: Working in conjunction with maths department results, we will select students for intervention whilst ensuring those who achieved a standardised score of <90 in year 7 Baseline tests are considered.

Year 9 Reading

Historical Information

- Our current year 9 cohort did not undertake SATs at the end of year 6 due to the impact of Covid. On arrival at Wrotham in September 2020, the year group undertook Hodder Group Reading Tests. The results of these were used to plan and provide reading intervention in year 7.
- In July 2021, at the end of year 7, this year group re-sat the Hodder Group Reading Tests.
- Additionally, this year group also undertook the Baseline testing package in English and maths during year 7/8. The majority of this was completed in July 2021 but was not fully completed until March 2022.
- Some individual 1-1 testing has also been completed.

Year 8 (180 students)			
Standardised Scores	<70 Well Below Average	70-84 Below Average	85-89 Low Average
Hodder 3A	2 (1%)	13 (7%)	16 (9%)
Hodder 3A Total = 31 students standardising below 90. 17% of cohort.			
Baseline Reading	0 (0%)	1 (1%)	11 (6%)
Baseline Total = 12 students standardising below 90. 7% of cohort.			

- All 12 students identified as being in the standardised ranges of 70-84 and 85-89 via Baseline testing, received intervention in the 2021-22 academic year in small groups, either in form time or from selected lessons.
- 15 of the 31 students identified as being in these 3 lowest standardised ranges via the Hodder Group Reading Tests received intervention in the 2021-22 academic year in small groups, either in form time or from selected lessons (a number of these students were also identified on the Baseline testing). 1 student has left. The remaining 15 students identified in these standardised ranges via the Hodder Reading Test, scored between 93-104, (mid-average range) on the Baseline test and have not been offered intervention. These students will be monitored via the end of year reading tests and intervention offered if required.
- The table below summarises the current status of these students after intervention in year 8.

<u>Intervention Offered</u>	<u>Impact</u>	<u>New Action</u>
3 students offered intervention.	Achieved above 90 standardised score in latest Hodder testing	No current action. These students will continue to be monitored as they progress through Wrotham School.
6 students offered intervention.	These students have shown improvement but standardised below 90 in the latest Hodder testing	These students will be retested using 1-1 pure reading test and reviewed for inclusion in further intervention.
8 students offered intervention	These students have not demonstrated improvement in the latest Hodder testing	These students will be retested using 1-1 pure reading test and reviewed for inclusion in further intervention.
4 students offered intervention	3 students left before retesting. 1 student outstanding for testing	Retest 1 student using 1-1 pure reading test and reviewed for inclusion in further intervention.

15 students not offered intervention (as standardising <90 in Hodder tests but between 93-104 in Baseline tests)	15 students achieved >90 in latest Hodder Testing	No Current action. These students will continue to be monitored as they progress through Wrotham School.
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Our current year 9 students were re-tested for reading using the Hodder Group 3A Reading Test in July 2022 just prior to leaving year 8. The results are summarised in the table below.

Year 9 (153 students)			
Standardised Scores	<70 Well Below Average	70-84 Below Average	85-89 Low Average
Hodder 3A	0	19	12
Hodder 3A Total = 31 students standardising below 90. 20% of students tested.			

NB: Some students are outstanding to be tested due to absence. They are not included in the table above.

- 10 of these students achieved a standardised score of above 90 in their Baseline scores and consequently did not receive intervention in year 8. However, some of these students have received low scores in previous Hodder scores and so received intervention in year 7. These students will be retested using a Hodder 1-1 pure reading test which encompasses two tests.
- 4 students have recently started at Wrotham. These students will be retested using a Hodder 1-1 pure reading test which encompasses two tests.
- 5 students achieved standardised scores below 90 for the first time since joining Wrotham. These students will be retested using a Hodder 1-1 pure reading test which encompasses two tests.
- 12 students received intervention in year 8. These students will be retested using a Hodder 1-1 pure reading test which encompasses two tests.
- 1-1 testing of the 31 students standardising <90 in the end of year 8 tests identified;
 - 19 students for intervention as both standardised scores remained at <90. This was provided in term 6 to 18 students.
 - 5 students with both standardised scores above 100 - no intervention required.
 - 5 students with one standardised score above 90 – no intervention provided – will be monitored going into year 10.

- 2 students not in school/left
- Intervention was also provided to 5 year 9 students who joined during this academic year and were identified as benefiting from intervention.
- Year 10 priorities:
 - Continue to offer intervention to students recognised as requiring long-term intervention.
 - Run in-house reading tests for year group and re-analyse intervention requirements

- **Year 9 Maths Historical Information**

- Our current year 9 cohort did not undertake year 6 SATS tests.
- On joining Wrotham in September 2020, the year group sat timetables tests which helped to guide the provision for intervention in year 7.
- Additionally, this year group also undertook the Baseline testing package in English and maths. The majority of this was completed in July 2021 at the end of year 7, but due to staffing shortages, was not fully completed until March 2022 of year 8.
- All initially identified students obtaining standardised scores in the Below Average or Low Average range (standardised scores of <90) have received intervention either at Form Time with TAs or with our in-house tutor (with the exception of one student who has undertaken Reading intervention). Those who have only recently completed Baseline testing and so only recently identified, will need to be prioritised in conjunction with the Maths Department.
- EHCP/Higher Needs Funded students identified for maths intervention received this over terms 1-4 of year 8.
- No further tests were conducted with the cohort prior to entering year 9. The maths department will use their regular assessment data to guide intervention decisions in year 9.
- End of year update - no resource has been available to provide maths intervention other than for EHCP students.

Year 10 Historical Information

- This year group undertook SATs at the end of year 6 and the data was used to identify funded catch-up students and to plan intervention in year 7.
- No Baseline data has been gathered for this year group as Year 6 SATs were undertaken.
- At the start of year 8, all funded catch-up students were re-tested using the Hodder Group Reading Test and intervention offered to all those who standardised at <90.
- This cohort additionally undertook Hodder Group Reading Tests at the start of year 7 and at the end of year 8 in July 2021.
- Using the data from the Hodder Group Reading test undertaken in July 2021 (end of year 8):
 - 4 students achieved scores in the <70 standardised range: 1 of these students joined Wrotham just before the March 2020 lockdown and will be offered intensive support; 1 student has received intensive support since year 7 but does not perform well in tests and 2 further students have additional needs.
 - 14 students were identified in the standardised range 70-84: 10 of these students have received intervention over years 7-8 as permitted by Covid; 2 students are new to Wrotham and 2 students had not previously been identified as catch-up students due to a pass at SATs. Further intervention has been offered to 12 of these students in the 2021-22 academic year and we plan to extend this into terms 5/6. The remaining 2 students will be assessed as they were not originally highlighted by SATs results and offered intervention in terms 5-6 if required.
 - 18 students were identified in the standardised range 85-89; 6 of these students have received intervention over years 7-8 as permitted by Covid; 1 student is new to Wrotham; 10 had not previously been identified as catch-up students due to a pass at SATs; 1 student had been on the watch list as although not achieving a pass at SATs had achieved results in the low-average range. Further intervention has been offered to 7 of these students in the 2021-2022 academic year and we plan to extend this into terms 5/6. The remaining 11 students will be assessed and then offered intervention in terms 5-6 if required.
- The table below summarises the current status of these students after intervention in year 8.

<u>Intervention Offered</u>	<u>Impact</u>	<u>New Action</u>
4 students standardising at < 70 in Hodder Test at the end of year 8 were offered intervention.	1 student achieved an improved standardised score of 90. 2 students were offered alternative placements and were not offered intervention. 1 student received intervention in year 9 but didn't make any progress according to test results.	Will be reviewed using Hodder testing at end of year 9 and considered for Access testing if required.

12 students standardising in the 70-84 standardised range in the Hodder Test at the end of year 8 were offered intervention.	8 students achieved an improved standardised score but at <90. 4 students did not show any progress when retested.	Will be reviewed using Hodder testing at end of year 9 and considered for Access testing if required.
2 students standardising in the 70-84 standardised range in the Hodder Test were not offered intervention (due to long-term staff sickness)	1 student showed an improved standardised score on retesting. 1 student didn't make any progress according to the test results.	Will be reviewed using Hodder testing at end of year 9 and considered for Access testing if required.
14 students standardising in the 85-89 standardised range were offered intervention	1 student was not in school to receive intervention 1 student received intervention but is not in school to be retested. 5 students demonstrated improved standardised scores of >90 1 student demonstrated improved standardised score but still <90 6 students didn't make any progress according to the test results	Will be reviewed using Hodder testing at end of year 9 and considered for Access testing if required.
2 students standardising in the 85-89 standardised range in the Hodder Test were not offered intervention (due to long-term staff sickness)		
2 student standardising in the 89-89 standardised range in the Hodder Test was not offered intervention as they left Wrotham School	N/A	No action

Year 10 Analysis of Reading Data for Standardised Scores of <90 for Year 10 using Hodder Group 3A Reading Test

- Our current year 10 students were re-tested for reading using the Hodder Group 3A Reading Test in July 2022 just prior to leaving year 9. The results are summarised in the table below.

• Year 9 (166 students tested)			
Standardised Scores	<70 Well Below Average	70-84 Below Average	85-89 Low Average
Hodder Group 3A Reading	2	24	17
Hodder 3A Total = 43 students standardising below 90. 26% of students tested.			

- 43 students were identified by this test as standardising below 90. Of these,
 - 18 students have received interventions since year 7 and have not reached an appropriate level of reading. These students will now be Access Tested in preparation for GCSE entry.
 - 4 students have recently started at Wrotham and have not received intervention. These students will now be tested on a 1-1 basis using a Hodder pure reading test and the results will be used to determine the need for Access testing.
 - A further 15 students fell into the <90 standardised bracket on this occasion, but have not done so in previous tests and have not received any previous intervention. These students will now be tested on a 1-1 basis using the Hodder pure reading test to determine the need for Access Testing.
 - 6 students fell into the <90 standardised bracket on this occasion and on at least one other test. The majority of these students have received previous interventions. These students will now be tested on a 1-1 basis using a Hodder pure reading test and the results will be used to determine the need for Access testing.
 - May 2023 update. 1-1 testing has now been concluded for these 43 students and the SENCO will determine the students to be Access Tested.

