

# Year 7 Catch-Up 2018-19 Report and 2019-20 Plan and Report

## Objectives of Year 7 Catch Up Plan

- To provide literacy and numeracy support to Year 7 pupils arriving at secondary school who did not meet the expected standard in reading and/or mathematics at the end of key stage 2
- To raise aspirations and self-esteem of students entitled to catch up premium
- To monitor progress and intervene to raise attainment when necessary

We have only selected programmes and approaches that we know are effective, i.e. a.m. registration intervention; lesson withdrawal; teaching group; directed TA support in lesson; focus of in-class targeted teacher support; Accelerated Reader support in weekly English library lesson; paired reading with 6<sup>th</sup> former; guided reading groups; subject coaching; Rapid maths; IDL.

\*Please note that attainment in KS3 is assessed through Keswick School steps following the abolition of National Curriculum levels.

<b>Pupils on literacy catch-up</b>	<b>2017-18:</b> 33	<b>2018-19:</b> 21	<b>2019-20</b> 29
<b>Pupils on numeracy catch-up</b>	<b>2017-18:</b> 24	<b>2018-19:</b> 39	<b>2019-20</b> 32
<b>Total funding</b>	<b>2017-18:</b> £10,095	<b>2018-19:</b> £10,000	<b>2019-20</b> £10,474

### Literacy intervention

- Accelerated Reader (AR)
- Paired Reading (PR)
- IDL (IDL)
- Guided reading groups ((GR)

### Numeracy interventions

- Rapid maths (RM)
- In-class peer support (PS)

## Pupil Progress - Summer 2019

Subject	Year 7 2018/19 Keswick Step expected progress	2016/17 GCSE Catch Up cohort progress	2017/18 GCSE Catch Up cohort progress	2018/19 GCSE Catch Up cohort progress
English	<b>21 students</b> Above: 62% (13 students) At: 33% (7 students) Below: 5% (1 students)	<b>4 students</b> Above: 50% Lang 75% Lit At: 50% Lang 25% Lit Below: 0% Lang 0% Lit	<b>12 students</b> Above: 75% Lang 75% Lit At: 25% Lang 8% Lit Below: 0% Lang 17% Lit	<b>17 students</b> Above: 41% Lang 53% Lit At: 47% Lang 24% Lit Below: 12% Lang 24% Lit
Maths	<b>39 students</b> Above: 27% (11 students) At: 55% (22 students) Below: 18% (7 students)	<b>1 students</b> Above: 10% (1 student) At: 0% (0 students) Below: 0% (0 students)	<b>15 students</b> Above: 67% (10 students) At: 0% (0 students) Below: 33% (5 students)	<b>17 students</b> Above: 35% (6 students) At: 30% (5 students) Below: 35% (6 students)

## 2019-20 Plan

We will use KS2 data and baseline testing in the autumn term of 2019 to identify student needs. AHT will meet with SENDCO, maths and English KS3 leads to implement an intervention strategy (September). We will run guided reading groups for Year 8 Catch Up literacy students who are below expected and/or did not reach their AR targets.

### Literacy intervention

- Accelerated Reader (AR)
- Paired Reading (PR)
- IDL (IDL)
- Guided reading groups ((GR)

### Numeracy interventions

- Class setting / subject coaches in lower set classes
- Rapid maths (RM)

We will continue to support students who did not make expected progress with appropriate targeted interventions as above. We will continue to base our interventions on current research and best practice, using the EEF Toolkit and documents such as the Dyslexia Trust document 'What works for children and young people with literacy difficulties?' to inform our decisions.

## Literacy and Numeracy intervention process – Year 7 and Year 8

### Transition Y6 2019

SENDCO and HoY make school visits and discuss the needs of individual students during the transition meetings.

- \*Underachieving students
- \*Literacy and numeracy needs
- \*Students where behaviour is linked to low levels of literacy
- \*SEND students

### 2019-2020

#### Weeks 1-3

All Y7 students take AR Star Reading Test and NFER reading test  
All Y7 students take an attitudinal survey  
All students Y8-11 take the NFER reading test

#### Weeks 3-6

Liaise with SENDCO, English and maths departments and PP Coordinator to identify Y7 and Y8 students for support and intervention.

### Week 6-13

Letter sent home to inform parents and set one or two specific targets for support at home.

### Week 6-13

Decide and implement the best form of intervention 1:1 paired reading; small group guided reading; extra attention from AR teacher; Rapid maths; nurture group in maths.

### Week 6-20

Subject teachers given information with specific ideas to support students in class.

### Weeks 14-20

Implement the intervention.  
Review with an AR Star Reading test, NFER retest and attitudinal survey.

Review pupil progress in February after data capture (Dec and AtL Feb).

Start the process again for any students still needing intervention.

## 2021-22 Review and evaluation

Literacy is integral to the SIP for 2021-22 following Covid disruptions to learning because a third of students in Y7-Y11 have reading ages below their chronological age. 13% students have reading ages significantly below their chronological age. We have reviewed provision and are implementing:

- Whole-school training on vocabulary and disciplinary literacy to embed explicit teaching in schemes of work. (Sept 21/Jan 22/May 22)
- Whole-school training on SEND strategies in the classroom to support students with low cognition. (Sept/Oct/November 21)
- Invested in Reading Assessment Online as a diagnostic tool to identify students for intervention.
- AHT, English teachers and Teaching Assistants trained in Reciprocal Reader, a reading intervention. Western Excellence in Learning and Leadership (WELL) funding used to support training and delivery of this intervention.
- Rapid maths delivered by class teachers and TAs in lower set KS3 maths classes.