

English Catch Up Statement

Summary

29 pupils were identified as being below 100 (standardised Score) from KS2 data in English Reading skills upon entry to KS3. This is based upon national testing undertaken in Year 6.

- Phonics students (25 students) who scored under 100 - Urgent Intervention Required.
- On Watch students (4 students) who scored above 100 but placed into the scheme based on KS2 Teacher Assessment – Intervention Required.
- Reading Rangers - All students identified as needing urgent intervention and intervention, plus additional students who scored above 100 but concerns have been raised by teaching staff/SEND department – Intervention Required.

Strategies

1. Phonics

Phonics continues in timetabled lessons in Year 7 as well as for identified students as intervention withdrawal from throughout the school. Additional staff have undergone training and a Phonics Coordinator leads on the programme to ensure staff are competent in the delivery of Read Write Inc. Fresh Start, developed by Ruth Miskin. Students are assessed in September and then an appropriate booklet is chosen as the starting point (taking into account the average reading age amongst the students). Students follow a booklet for a week and as the class sizes are small this enables teachers to provide 1:1 support each lesson. The school-wide policy of using yellow box marking is implemented into all lessons with a key focus being on spelling and punctuation errors. Students are encouraged to use their sounding and blending skills and this is then reinforced in English lessons.

In 2019/20, Phonics continued to be delivered through the Nurture Group Scheme. Pupils accessed a special curriculum which was designed to develop their language, communication and written skills through a specifically tailored English, Humanities and Phonics program (8 timetabled sessions a week in Year 7). As well as developing curriculum-based skills, pupils were encouraged to celebrate their own progress and develop confidence in their own ability.

Pupils were regularly assessed using GCSE criteria, Ruth Miskin Read, Write Inc. booklets, Phonics assessments, LUCID scoring, and spelling tests. Teachers altered lessons according to the needs of the pupils and aimed to make learning fun whilst revisiting basic spelling, punctuation and grammar skills. Teachers also maintained regular contact with parents/carers to ensure pupils were supported and encouraged at home and school.

2. Reading Rangers

Reading Rangers is a peer-reading scheme designed to provide catch-up intervention for students performing below expectations for their age, with a particular focus on pupil premium. Older School students in Year 10 act as coaches, listening to students read. The coaches help

students to record their reading targets and also help them use Accelerated Reader to quiz on books, keeping them motivated and acting as a positive role model within the school community.

Impact of Funding 2019/20

For English, the delivery of Phonics and literacy intervention sessions this year has resulted in a number of improvements to students' progress. Firstly, it has improved their overall reading skills, with a noticeable increase in reading ages. Secondly, it has helped improve writing skills. This is also reflected in spelling ages. Finally, it has improved students' confidence in reading. Students are more willing and confident to read out loud and to share thoughts and ideas with larger groups of their peers. An overall summary of these is provided in the table below:

<u>Progress: Literacy Ability</u>	<u>Reading Age</u>
Above 1 year progress	8 students = 27.6%
Between 0.1 and 0.11 months progress	15 students = 51.7%
No progress or Negative Progress	2 students = 6.9%
Absent	4 students = 13.8%
Total Catch Up Students:	29 students

NB: It is important to note that this data was collected between Pillar 1 and Pillar 2. Pillar 3 data is unavailable due to school closures.

Year 7 Catch Up (2019-20) Mathematics

Catch up involved setting specific intervention for selected Year 7 students with a KS2 Maths Scaled Score of 95 and below. The purpose was to help them gain confidence in mathematics and try to allow access to parts of the main SOL.

Most identified students followed the Support SOL, 7 students were placed on the Main SOL (due to the level achieved in Baseline assessments).

Five students were identified to be part of the programme who did not have a KS2 Maths Scaled Score.

The final group of students consisted of 24 students (4 of which are EAL, 4 PP, 1 "E" SEN, 10 "K" SEN, 5 students with minimum grade 4, 15 girls and 9 boys).

Lockdown prevented the Catch Up mentoring scheme continuing.

During the course of the intervention students demonstrated increased levels of engagement in lessons with 21% of students raising their PPG by a grade in between Pillar 1 and Pillar 2.