

English Catch Up Statement

Summary

- 26 pupils were identified as being below 100 (standardised score) from baseline testing in English.
- 3 pupils were placed in the scheme based on KS2 teacher assessment. No baseline testing was available.

Strategies - Phonics

In 2020/21, Phonics continued to be delivered through the Nurture Group scheme. Students accessed a 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). As well as developing curriculum-based skills, pupils were encouraged to celebrate their own progress and develop confidence in their own ability.

Additional staff underwent training and a Phonics Coordinator led on the programme to ensure staff were competent in the delivery of Read Write Inc. Fresh Start, developed by Ruth Miskin. Students were assessed in September, and then an appropriate booklet was chosen as the starting point (considering the average reading age amongst the students). The schoolwide policy of using yellow box marking was implemented into all lessons with a key focus being on spelling and punctuation errors. Students were encouraged to use their sounding and blending skills, with this then reinforced in English lessons.

Students were regularly assessed using Eduqas 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.

Impact of Funding 2020/21

The delivery of Phonics and literacy intervention sessions last year resulted in improvements to students' progress. Firstly, it improved their overall reading skills, with a noticeable increase in reading ages. Secondly, it contributed to improved writing skills. Finally, it improved students' confidence in reading. Students were more willing to read aloud, and to share thoughts and ideas with larger groups of their peers.

<u>Progress: Literacy Ability</u>	<u>Reading Age</u>
Above 1 year progress	12 students = 46.1%
Between 0.1 and 0.11 months progress	10 students = 38.5%
No progress or Negative Progress	2 students = 7.7%
Absent	2 students = 7.7%

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