



## Statutory Statement on Year 7 Catch Up funding 2017-2018 Planning for Year 7 Catch Up funding – 2018-2019

### **Context:**

Year 7 catch-up funding is an initiative introduced to ensure that students that have underperformed at Key Stage 2 have access to extra support in which to make the progress that should have been made in Primary school.

Based on the census, 200 students joined us in 2017, 190 of which we had data for. A sub-cohort of 50 students was identified as needing extra support in both English and Mathematics. The school received £12,200 of funding during 2017-2018 for students entering year 7 who are not deemed to be confident in being able to access the secondary curriculum.

The Year 7 catch-up funding is used by Birchwood High School to:

- support learning and progress within the classroom
- fund and support targeted intervention outside of the classroom
- increase student confidence in learning.

Year7 catch-up intervention strategies - In-class whole school support

#### 1) Reading age assessments

All students are assessed early in Yr7 to ascertain reading scores.

### **Impact:**

Classroom teachers are made acutely aware of weaknesses in student literacy and can differentiate work accordingly to model good practice and ensure access to the curriculum.

Students who are determined to be at a low Reading Age are selected for intervention i.e. Sound Training, a package that supports phonics and access to higher levels of literacy.

#### 2) Bedrock Learning

Bedrock Learning is an online programme where students are asked to complete a series of tasks and assessments to increase their understanding and usage of adventurous vocabulary. Sessions take place twice a week as part of the Home Learning programme.

### **Impact:**

Students are introduced to Tier 2 words which they may not otherwise had access to. Breadth of vocabulary is increased, as is confidence in experimenting with and using unfamiliar words. The recent impact assessment shows that the impact across all cohorts is 0.78 this is deemed to be a 'large' effect size. Year 7 are showing the most growth by year group at 28% gain

#### 3) Library induction and orientation to promote increased reading

On entry into Yr7, students are inducted into the Library and shown how and where they can borrow books. They are reminded of the Book of the Week and are given opportunities to visit the Library at free time as well as in lessons. During pastoral time once a week, students are encouraged to read. Form tutors are also encouraged to read alongside their tutor group, thus acting as a reading role model.

### **Impact:**

Students are noticeably reading more widely for pleasure. This is evident in Form Time, in the library and also in the Café.

#### 4) Maths Scheme Development

On entry into Yr7, students are allocated Sets in Maths based on Key Stage 2 data. The sets then follow specific schemes of work which are appropriate to the set level. This and the experience of High Quality teaching, enables students to progress and ensure that any learning that needs re-teaching or where learning was previously missed is caught up.

#### 5) Pathway – A small cohort that follows a bespoke curriculum.

The Year 7 Catch up funding supports high staffing levels to reduce class sizes and create an extra literacy group in in year 7 and 8. Students are identified before transition as working considerably below the standardised score of 100. These students follow a more personalised curriculum, studying additional English. They are taught by a specialist literacy teacher and supported by a specialist Learning Support Assistant. They are monitored closely with the objective being to help students to develop independence and to integrate into mainstream English by the end of Year 8.

#### **Impact:**

Students feel confident and safe within the routines of the small group. They foster good working relationships with both the teacher and the specialist Learning Support Assistant which encourages students to experiment with language. The smaller group numbers ensure that one-to-one support is employed regularly. All students integrate into English classes and the main school curriculum by the end of Year 8.

#### Targeted intervention

##### 1) Paired reading scheme

The paired reading scheme remains one of most successful intervention strategies. The scheme is organised and run by an English teacher and the one-to-one English tutor and supported by the Librarians.

Yr7 students are selected for the programme based on their KS2 reading scores and initial feedback from Yr7 teachers. Students are assessed – alongside the rest of Yr7 – for reading ages at the beginning of the process and then again at the end of the year. Yr10 students are employed to act as reading coaches, meeting students twice a week to support them in reading fluency and comprehension. Yr10 students are trained prior to the start of the intervention. The paired reading scheme takes place with 35 students in the Library during afternoon pastoral time, with competent readers who work alongside reading role models. The regularity of the intervention mirrors primary school provision and ensures that reading aloud and for pleasure remains a key priority. Students are given an opportunity to explore a wide variety of literature. Yr10 students are supported in their leadership by members of school staff. Progress is monitored by the English teacher in charge of the initiative.

#### **Impact:**

In 2017-18, students made good progress: on average 10.83 months.

##### 2) TLC online

TLC online offers selected students a chance to work with an online tutor in literacy and numeracy. This intervention takes place at school, in a dedicated area, and at home, where appropriate. It is designed to be a booster for those students who require literacy intervention but who remain in a mainstream class.

Students are selected by recommendation from the Head of Faculty, SENDCo or Intervention Lead.

#### **Impact:**

Students with specific gaps in learning – but who do not meet the threshold for one-to-one provision – are given additional booster sessions to compliment English and Maths teaching in the

classroom. The initiative works best when TLC online is offered at home and is supported by parents. Ways of assessing the impact of this are being explored.

3) Leonix / Sound Training – a six-week literacy intervention programme was instigated with the plan to have rapid results in increasing reading ages and competencies. A cohort of 20 students are the first cohort.

Starting and finishing points for the programme will be assessed via the WRAT4 (green) reading assessment.

**Impact:**

Of the 20 students that took part in the training the average increase was 23 months with a range between 9 and 48 months improvement.

**Future plans – intervention and projected spending for 2018-2019**

As a result of continued success, we will continue with the intervention strategies above.

In addition, we will employ the following provision to further support the work that is being done now:

Units of Sound – a teacher-led phonics programme, designed to work within the Pathway lessons. This supported the basics of reading and spelling and mirror much of the primary school provision.

Literacy Awareness Campaign – to include posters in all classrooms, Literacy Awareness presentation followed up with a key booklet to aid Staff with the teaching of literacy

Audiobooks – To support literacy Audiobooks have been introduced to Year 7 Form time to engage with all students but in particular reluctant readers.