

Chenderit School Year 7 Catch-up impact statement 2018-19

The published plan for 2018 -19 was as follows:

“The literacy and catch-up premium gives the school additional funding to support year 7 pupils who did not achieve the expected standard in reading or maths at the end of KS2. In 2017 – 18 the school received £12 287. These funds contribute to the cost of staffing the 10 hours withdrawal in year 7.

Using data from the KS2 SATs we have identified groups who will receive different levels of intervention in order to help them catch up in literacy and numeracy

This year we are participating in a project led by Sponne Teaching School, focusing on the use of the Read Write Inc programme. We have used this in the past, but it has been additional provision offered in tutor time. This year, as a condition of the project, we have allocated staff hours to run the course for a targeted group of students with the very lowest reading levels.

- The students with the lowest reading ages are receiving intensive sessions, three hours per week, during English time. Their progress is measured termly, using the RWI programme to assess them. The sessions are taught by the deputy SENCO. The composition of this group will change as the reading ability of students on the programme improves. Currently six students receive this support.
- Students who have scores below 94 have been allocated to one additional hour of literacy and one of numeracy in year 7, rather than begin studying French. The sessions are taught by the SENCO and her deputy. There are 23 students in two groups, one on each side of the year
- Students who have scored between 95 and 100 are allocated to additional reading classes taking place before school each day. There are currently 16 students on this programme.”

Evidence of impact

- For students in the “Catch-up” groups progress in reading was assessed through a reading assessment using the Salford reading test at the start of and end of the year.
 - For one group of 17 students there was an average measured uplift of over 20 months, between September 2018 and 2019. This equates to an increase of 8 months, once change in chronological age is taken into account.
 - For the second group of 12 students the average uplift was 10 months over a nine month period. This equates to an increase of one month, once change in chronological age is taken into account.
- For students in the “Catch-up” groups progress in spelling was measured over a 10 month period
 - For the group of 17 students there was an increase of 13 months – a “catch-up” of 3 months
 - For the second group of 12 students there was an increase of 14 months – a “catch-up” of 4 months
- The RWI programme of intensive support based on a phonics programme there was an average increase of 17 months over a period of 9 months, an average “catch-up” of 8 months.

Evidence of impact

The students who took part in the RWI intervention made progress as follows:

Type of intervention	Number of students involved	Baseline data (2018)				Evidence of impact data (update January 2019)	Evidence of impact data (update June 2019)	
		Name	Reading age (date assessed)	SSP reading score (July 2018)	KS2 SAT score reading			KS2 score maths
ReadWriteInc intensive programme	9		6 years 1 month	70	Did not sit the test	Did not sit the test	7 years 2 months (+13 months)	8 years 1 month (+ 24 months)
			8 years 11 months	70	96	83	9 years 8 months (+9)	10 years (+ 13 months)
			7 years 11 months	70	85	95	8 years one month (+2)	8 years 11 months (+ 12 months)
			8 years 7 months	70	84	97	10 years 3 months (+20)	Returned to English lessons
			8 years 1 month	87	81	99	9 years 7 months (+18)	10 years and 4 months (+ 27 months)
			8 years 5 months	70	Did not sit the test	Did not sit the test	8 years 11 months (+6)	9 years and 8 months (+ 16 months)
			8 years and 3 months		85	91	9 years and 8 months (+18)	10 years 6 months (+27 months)
			9 years and 1 month		93	83		Above 10 years and 6 months (+17 months)
					95	103	Started - May 2019	10 years and 6 months (+2 months)