

Chenderit School Year 7 Catch-up impact statement 2019 - 20

The published plan for 2019 - 20 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 2019 – 20 the school received £13 139. These funds contribute to the cost of staffing the 10 hours withdrawal in year 7.

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

For the second year we are using the Read Write Inc programme, for a small 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. For example, a student who makes rapid progress and “catches-up” with their cohort can re-join their English class. During one of the RWI/English lessons, the teacher ensures key learning from the core English classes is covered. Currently six students receive this support.
- Students who have scores below 94 on the KS2 reading test 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 16 students in two groups, one on each side of the year. Students who make good progress in “catching-up” and are considered suited to begin a foreign language in year 8 take up German, and are therefore beginners in the language, alongside the rest of the cohort.
- Students who have scored between 95 and 100 are allocated to additional reading classes taking place before twice per week for twenty minutes. There are currently 14 students on this programme.

Following the partial closure of schools as a result of Covid 19, interventions were obviously suspended. However, during the period of closure the Learning Support team maintained regular contact with key individuals, phoning them regularly, encouraging them to read and supporting them with work.

Evidence of impact

- For students in the Year 7 “Catch-up” group progress in reading was assessed through a reading assessment using the ART comprehension test in June 2019 and re-tested in January 2020 Salford reading test at the start of and end of the year.
 - For the group of students there was an average measured uplift of over 12 months, between June 2019 and January 2020. This equates to an increase of 5 months, once change in chronological age is taken into account.
- The RWI programme of intensive support based on a phonics programme there was an average increase of 14 months in terms of reading age over a period of 6 months, from September to March, an average “catch-up” of 8 months (which is the same as was recorded in 2019)