

YEAR 7 PUPIL CATCH UP AT NEWALL GREEN HIGH SCHOOL 2018

The literacy and numeracy catch-up premium gives schools additional funding to support Year 7 pupils who did not achieve at the expected level in Reading and/or Maths at the end of Key Stage 2 (KS2). Previously at least level 4 in reading and/or Maths at the end of key stage 2 (KS2).

NGHS Objectives in Year 7 Catch Up Grant:

- Raising literacy and numeracy levels.
- Moving students to secure levels equivalent to NC level.
- Improved levels of expected / better than expected progress in English and Maths.
- Building enjoyment for reading.

SUMMARY INFORMATION

Number of pupils and Year 7 catch up Grant received			
	2016 - 2017	2017 - 2018	2018 - 2019
Amount of grant received per student	£500	£500	-
Total amount of catchup grant achieved (*TBC)	£ 10,500	£ 10,500	£*

Performance of Low Attaining Pupils (LAPS) at the end of KS4	2016-2017	2017-2018
NGHS English Attainment 8 (LAPS)	4.76	4.63
National Average English Attainment 8 (LAPS)	5.14	TBC
GAP	-0.38	-0.51
NGHS English Progress 8 (LAPS)	-0.58	-0.65
NGHS Maths Attainment 8 (LAPS)	2.62	2.95
National Average Maths Attainment 8 (LAPS)	3.62	TBC
GAP	-1.00	-0.67
NGHS Maths Progress 8 (LAPS)	-0.77	-0.60

HOW THE GRANT HAS BEEN USED:

At Newall Green High School we use the grant in 3 ways:

- To deliver a **core entitlement** for all students who did not achieve at the expected level in Reading and/or Maths at the end of Key Stage 2 (KS2).
- To provide **personalised intervention** - Through this process students are able to be identified and appropriate intervention programmes or strategies can be put in place specifically for them.
- To adapt **enrichment opportunities** that promote reading for pleasure.

Core entitlement for all Year 7 Catch Up students

Intervention through English Lessons:

The English curriculum places a high priority on delivering reading, writing and communication skills through a daily English lesson. English teachers utilise a number of schemes and interventions depending on the need of the students including a discrete Oracy curriculum.

Intervention through Maths Lessons:

The Maths team remodelled the Year 7 curriculum specifically to target the needs of Year 7 Catch Up students in the transition towards a Mastery Curriculum. During the Autumn Term pupils eligible for catch-up funding received a transition curriculum with a reduced class size with a specialist class teacher and teaching Assistant. In Academic Review all Yr 7 students participate in Numeracy Ninja sessions.

Personalised Intervention

Students who were identified as having barriers to learning were also identified and given additional interventions from a number of specific strategies to support their learning.

Additional Literacy interventions –

- **GROW @KS3** – An intervention programme based on the GROW@KS2 literacy intervention programme which was developed by the International Literacy Centre, Institute of Education, UCL, London. This small group programme is for students who are identified as ‘working towards expected reading standard’ as indicated by their KS2 SATS results. It focused on ‘growth’ in reading, oracy and writing, and is taught in a ten-week cycle of three thirty minutes’ sessions per week. It includes cross-curricular reading of non-fiction texts which can be a barrier during Yr6-Yr 7 transition; this includes the pre-teaching of vocabulary and concepts. Reading skills are made explicit and demonstrated to them the skills of a good reader. Writing is linked to the reading texts e.g. writing as an historical figure to explore past

tense and summarise changes in Roman Britain. To measure impact results from the Salford Reading Test (sat in the intervention lesson), and online GL reading test (tested as part of a pupil's school reading age) are compared to identify strengths and development skills.

Additional Numeracy interventions - Additional staffing to support a range of Maths and numeracy interventions, small group support and one to one support.

- Maths small group – diagnostic based (Numeracy) using PiXL resources focussing on addressing key areas of misconception for those “working towards expected maths standard”

Learning Support specific interventions

- SLPD intensive support
- Speech and Language therapy
- Educational Psychologist
- KS2-3 Transition support

EAL Interventions

- Intervention group for our Year 7 EAL pupils who would be categorised as early acquisition of English

Enrichment

- To foster a love of reading all Year 7s participate in a Summer Literacy Transition project, which involves reading an age-appropriate novel and completing literacy, numeracy and science-related challenges as part of a Transition Programme.
- We have introduced Bedrock Vocabulary as part of our new whole-school Reading Strategy. As well as developing students' tier 2 academic vocabulary, this programme gives them regular opportunities to read short pieces of fiction and cross-curricular non-fiction texts.
- Library lessons have been introduced once a week for KS3 English classes. During these lessons, students complete a Bedrock session, a handwriting revision session and an independent reading session. Students are supported by the Librarian to choose books of interest and suitable for their reading ages.
- A new Reading for Pleasure initiative has been introduced at whole-school level. Year 7s, like all other students, are expected to have a reading book on them as part of equipment. They are given regular scheduled opportunities to read. Students are encouraged to read aloud in class, use the Library regularly, take part in reading challenges and complete Reading Record entries.

IMPACT:

2017-2018: Year 7

All students who achieved below 100 on the Key Stage 2 Reading Test accessed literacy support programmes. In 2017-2018 there were 19 students.

At the end of the year, 7 of them had made expected or above progress which equates to 37% of the cohort.

All students who achieved below 100 on the Key Stage 2 Maths Test Level 4 in Maths accessed a bespoke curriculum programme. In Maths there were 15 students. At the end of the year 9 of them had made expected progress which equates to 60% of the cohort.