

Reddish Vale High School  
2018-19 Numeracy and Literacy  
Catch-up Premium



## English and Maths Catch Up Premium:

The Year 7 Catch-up premium provides additional funding to schools to accelerate the progress of identified students in English and Mathematics. The funding is aimed at Year 7 pupils who did not meet the national standards in Key Stage 2 national curriculum tests in reading and/or mathematics. The funding enables the school to deliver additional support to enable students to make swift progress in order to catch-up with their peers.

The funding allocation we received in 2018-19 was £17, 168

Catch-up funding is targeted to boost progress in English and / or mathematics with strategies matched to the specific needs of students. Schools are required to select programmes and approaches which have either been proved to be effective or are showing early promise.

Effective use of funding to support catch-up may include:

- individual tuition in addition to classroom teaching
- intensive small-group tuition
- purchasing external services and materials to add to those provided by the school, for example tutor services or proven computer- based learning or online support
- summer or holiday schools to deliver intensive catch-up over a short period.

## **English interventions and impacts**

During the 2017 – 2018 academic year the following interventions were put in place:

- Morning literacy sessions
- Literacy lessons (fortnightly)
- Additional classroom support with literacy, English and maths lessons
- 1:1 small group booster sessions in English and maths.
- Dockside reading programme

## **Which brought the following impacts:**

There were 54 Year 7 students in this cohort who did not achieve the floor standard in reading (100) at the end of Year 6

- The vast majority of students made progress in line with expectations.
- The majority made good levels of progress and made enhanced progress towards their English targets

## **During the 2018 – 2019 academic year the following interventions were put in place:**

• Three tiers of intervention were put in place based on the students reading ages: 7 and under, 9 and under and 10 and under. The data was made up of an average score from the NFER Reading Test and the Accelerated Reading Star Reader Test.

Interventions ran during tutor time, twenty minutes, in small groups.

- Intervention 1 (Under 7 years) – three hours a week working on phonics, vocabulary, reading and comprehension through context.
- Intervention 2 (Under 9 years) – one hour a week – teacher-led vocabulary and reading stamina
- Intervention 3 (Under 10 years) – one hour a week – Year 10 Reading Buddy-led)

- Lesson time Interventions was led by Reddish Vale High School’s Nurture Group Leads. Students are taken out of non-core lessons, in groups of under 10 to follow the Dockside Reading scheme focusing on phonics and building reading confidence.
- A tutor-time nurture group was set up to support learning, behaviour and well-being and increase pupils confidence, especially with reading.
- Online, fortnightly, reading comprehensions were set for homework focusing on familiarising students with reading ‘harder’ texts as proposed by Doug Lemov.
- An hour’s library lesson was timetabled fortnightly with literacy specialists, working towards achieving their bronze, silver or gold reading award by using their reading log to document their reading hours, their completion of reading-based challenges and to promote their love of reading.
- Using the Accelerated Reader programme students were quizzed on the books they have read with pupils needing to achieve an 80% pass rate in order to move on to a new book to promote comprehension.

**The above intervention brought about the following impacts:**

There were 53 Year 7 students in this cohort who did not achieve the floor standard in reading (100) at the end of Year 6

Quantitative	Percentage of Students that made Progress from September 2018		
	Term 1	Term 2	Term 3
Group 1	78%	86%	93%
Group 2	40%	55%	65%
Group 3	35%	40%	40%

Interventions were reviewed termly, analysing the deficits and re-designing the intervention curriculum to improve progress. Reddish Vale High School believe in an evidence-based approach to interventions and have designed the intervention curriculum based on the pedagogies of leaders in the field of reading such as Alex Quigley, Doug Lemov and David Didau.

Through the intervention process, individual students could be targeted for further one-to-one support and screened for SEND needs if identified.

### Qualitative

In a student voice, students stated that they felt more confident reading in term three than they did at the start of the year. Students were also conscience that their reading and vocabulary had improved.

Teacher feedback also indicated that there had been an improvement in students' attitude to reading independently and aloud in class.

### As a result, for the academic Year 2019 – 2020, we will be carrying out the following interventions in English:

- Accelerated Reader (overseen by the Whole School Literacy Specialists)
- Form time literacy sessions once a week, with specialist resources aimed at improving pupils' basic literacy levels.
- Intensive support from specialist learning behaviour mentor staff.
- SPaG intervention for targeted pupils.
- Spellzone programme for targeted pupils in KS3 coordinated by the Whole School Literacy Specialists.

Three waves of small group intervention will again be in place

### TIER 1

- Grammar Mastery curriculum – 3 tiers
- Reading lessons / bronze/ silver /gold
- Reading homework comprehensions
- Literacy Assessment x 4
- Vocabulary tier 2 focus per scheme of learning

### TIER 2

- Once a week Reading buddies – termly
- **Catch up funding for age specific books.**
- SW form time. 9 – 10yr once a week
- Literacy Assessment (lower reading comprehension)

### TIER 3

- Catch up reading – form time 1 to 1 sessions
- 6yr RA – once a week out of lessons (LBMs)
- Below 6yr Toe by Toe (phonics)
- SEN support in English lessons
- Literacy Assessment (spelling and phonics)

## Maths interventions and impacts

### During 2017 – 2018 academic year we put the following interventions in place:

- Students with a KS2 score of  $< 90$  were taught in smaller groups by a maths specialist; practical apparatus purchased for these groups.
- Intervention booklets were issued, as appropriate, per student to target next areas of improvement identified from assessments.
- In class targeted intervention.
- Form numeracy sessions delivered during form time.

### Which brought the following impacts:

As measured at the end of Year 7, of the 41 students who did not achieve the floor standard (100) at the end of KS2;

- 26 out of 41 students made progress in line with expected progress.
- 16 out of 41 students made better than expected progress.

### As a result for the academic Year 2018 – 2019 we carried out the following interventions:

- Students with a KS2 score of  $< 90$  were taught in smaller groups by a maths specialist; practical apparatus purchased for these groups.
- Intervention booklets were issued, as appropriate, per student to target next areas of improvement identified from assessments.
- In class targeted intervention.

- Form numeracy sessions delivered during form time.
- During the Summer term YIPIYAP tutoring on a 1:1 or paired basis was put in place for targeted pupils

### **Which brought the following impacts:**

As measured at the end of Year 7, of the 54 students who did not achieve the floor standard (100) at the end of KS2:

- At the end of the year the students were tested on a group of topics regarding an understanding of proportion and the number system (rounding, ordering decimals, fractions and negative numbers.) Across this assessment, 75% of students demonstrated an understanding of each of these critical numeracy areas. This shows an encouraging degree of progress and is just slightly below Bloom's taxonomy threshold of 80%.

### **As a result, for the academic Year 2019 – 2020, we will be carrying out the following interventions in mathematics:**

- Students with a KS2 score of < 90 will be taught in smaller groups by a maths specialist; practical apparatus will be purchased for these groups. .
- In class targeted intervention from specialist LBMs
- Form numeracy sessions delivered by maths specialists.
- YIPIYAP tutoring on a 1:1 or paired basis for targeted pupils.
- Peer mentoring from Numeracy Ambassadors.