

Impact of Y7 Catch Up funding Literacy and Numeracy

2018-19			
In 2018-19, we received £24,642.			
Pupil Eligibility Literacy	77	Pupil Eligibility Numeracy	79
Intervention	Description	Spend	Impact
Maths quality first teaching	Maths staffing enhanced with appointment of a Director of Secondary Maths across the Trust (based at CHS) and a CHS Lead Practitioner in Maths. Both have reviewed and improved LTP and the quality of provision in the classroom for all levels of numeracy, alongside whole school strategies and CPD on quality teaching.	£0 from this budget	Maths lessons at CHS were improved across the board; behaviour is excellent; pace has improved significantly; WIN marking and use of QLA within department to identify and plug gaps in knowledge is embedded. Progress in books is evident. To maintain for 2019-20
Accelerated Reader	All Y7 classes to have weekly AR sessions in the library, supported by librarian and English teacher, with form tutor support. Weekly monitoring; supported by reading rewards programme.	£7000	<p>Target Catch up students to access and progress with AR quickly, leaving no opportunity for 'opt-out.' Culmination of Lexia, AR and all reading promotion strategies in school have seen an increase in the reading ages of all Y7 and Y8 students greater than would be expected by chronological age alone.</p> <ul style="list-style-type: none"> In Year 7 in September 2018 we had just 23.9% of the cohort meeting their chronological reading age. In April 2019 that was 45.3%. In Year 7 in September 2018 the average reading age was 10 years 1 month. By April 2019 that was 11 years 5 months. Overall Y7 in 7 months made 11.8 months progress. For Y7 disadvantaged that was still above expected at 8.6 months. April 2019 – pupils eligible for catch up funding have made 7.35 months progress in reading age, exceeding chronological expectations. 7 students reading age now exceeds their actual age. <p>Review: Maintain DEAR, AR and tutor time use; continue to review quick reads fiction.</p>
D.E.A.R.	Drop Everything And Read campaign across school; timetabled weekly slots where all Y7-10 drop everything and read. Supports AR as well as incentivising reading for pleasure, as well as having a reading book as key part of equipment. Peer Reading system also sees selected Y7-8 students reading aloud to trained Y9-10 buddies weekly as part of DEAR.	£0	
Tutor Time reading	Y7-10 reading at tutor time every day (except for assembly days) while admin/logistics completed.	£0	
Reluctant Readers resources	Extra resources purchased for 'reluctant readers' such as magazines, additional up to date non fiction publications, and short reads.	£1000	
Core Skills CPD – support for literacy in all subjects	Across school push of tackling 3 key literacy barriers per subject through improved wave 1 teaching.	£0	
Reading Cloud	Update of current library system to further incentivise reading for reluctant readers; parental and student access greatly improved.	£2000	<p>T&L QA has seen improved identification of literacy needs, and application of supportive strategies.</p> <p>Review: include Literacy CPD for weakest readers in 2019-20 CPD programme</p> <p>The average amount of words read by students in Y7 by April 2019 was (recorded on Accelerated Reader once quizzes are passed, not just taken) 275,951. For disadvantaged students this was 205,475 – not a large gap considering that disadvantaged students have a lower reading age (although these are improving for all students.)</p> <p>The average amount of quizzes passed was the same for disadvantaged students as all students in Y7 – 11.</p> <p>Review: System updated; access for all embedded.</p>

Lexia	Lexia reading training to take place in withdrawal from lesson for selected students working below age related expectations. Close monitoring of progress to ensure right support programmes from within Lexia are accessed.	£17000	Students using Lexia were selected as struggling the most with reading and making slower progress with reading ages; at April 2019 students on Lexia have passed on average 50.6% of their individual stages. Full report below. However Lexia worked – the reading ages of students targeted for increased use of Lexia with small group regular sessions in the Spring term increased at a massively faster rate than previously; 7.09 months rather than the previous term’s 1.2 months. Review: To maintain for 2019-20 and also link into Diamond Literacy Lessons.
Summary September 2019	After a summer off, students traditionally slip back in reading skills, so it’s important to retest them again at the start of the year. However, the 76 catch up students had still made 10.1 months reading age progress on average, September to September. When this is students who have for a number of years been stuck at a reading age of 6-9, this is significant progress maintained after a year. This represents a maintained improvement since the slow start September to December 2019.		

2019-20 Plans

In 2019-20, we expect to receive £25925 based on a further increase in Y7 cohort size.			
Pupil Eligibility Literacy	57	Pupil Eligibility Numeracy	36
Intervention	Description	Spend	Impact
Maths quality first teaching	Maths staffing enhanced with appointment of a Director of Secondary Maths across the Trust (based at CHS) and a CHS Lead Practitioner in Maths, with a new Head of Maths in post in 2020. LTP and the quality of provision in the classroom for all levels of numeracy continue to be reviewed and improved, with sequencing of skills at heart of curriculum.	£0 from this budget	Maths lessons at CHS will continue to improve across the board; progress in books and across assessments is evident.
Accelerated Reader	All Y7 classes to continue have weekly AR sessions in the library, supported by librarian and English teacher, with form tutor support. Weekly monitoring; supported by reading rewards programme.	£7000	Expected impact: Reading ages to continue to rise to support increased access to curriculum.
D.E.A.R.	Drop Everything And Read across school; timetabled weekly slots where all Y7-10 drop everything and read. Supports AR as well as incentivising reading for pleasure, as well as having a reading book as key part of equipment. Peer Reading system also sees selected Y7-8 students reading aloud to trained Y9-10 buddies weekly as part of DEAR.	£0	Expected impact: Reading ages to continue to rise to support increased access to curriculum.
Tutor Time reading	Y7-10 reading at tutor time most days while admin/logistics completed.	£0	Expected impact: Reading ages to continue to rise to support increased access to curriculum.

Fresh Start Ruth Miskin programme	Invest in full system, and fully train one teacher as lead for Fresh Start to plan and deliver this programme to all weakest reading students within Diamond Literacy Lessons. Train ALL LSAs in Fresh Start strategies and techniques.	£2000	Expected impact: Reading ages to continue to rise to support increased access to curriculum as we support lower literacy readers to quickly improve within suite of literacy support.
Diamond Literacy Lessons	An additional 2 lessons of Literacy per week, taught and supported by newly trained specialists. To carousel activities of Fresh Start, Lexia, Grammar work to support reading specifically	£8500	Expected impact: Reading ages to continue to rise to support increased access to curriculum.
Low literacy CPD – support for weakest in all subjects	Low literacy support CPD part of the full staff CPD programme, including training on Fresh Start techniques and vocabulary to embed systems for reading across the curriculum.	£0	Expected impact: integrate Fresh Start language and techniques for weakest readers across the curriculum to improve literacy access.
Lexia	Lexia reading training to take place in withdrawal from lesson for selected students working below age related expectations. Close monitoring of progress to ensure right support programmes from within Lexia are accessed. Change the use of the Bridge to focus almost full time on literacy interventions through Lexia or bespoke other programme as required.	£17000	Expected impact: integrated into Diamond literacy lessons for weaker readers but also supporting catch up readers to quickly improve within suite of literacy support.
Morning Intervention literacy focus	Switch range of morning interventions to almost exclusively literacy support, largely Fresh Start. Train ALL LSAs in Fresh Start strategies and techniques.	£0	Expected impact: Reading ages to continue to rise to support increased access to curriculum.