

Impact of Y7 Catch-Up Premium – Reading

Context:

The Government made a commitment to provide additional funding to schools for each Year 7 student who did not achieve the Expected Standard (ES) in the Key Stage 2 national curriculum tests in reading and/or mathematics. The purpose of this funding is to enable schools to deliver additional support, such as individual tuition or intensive support in small groups, for those students that most need it.

For the 2015-16 academic year, Ecclesfield School were allocated £34,000 Catch-Up funding. Alongside the maths catch-up intervention, this funding was invested in a range of evidence based interventions.

The funding has been used to pay for initial and ongoing staff training (e.g. where staffing changes occur, for example because a member of staff leaves, further training is provided for other members of staff to ensure we maintain capacity for intervention within school) and the ongoing staffing and resourcing of the intervention each day.

The interventions are quality assured through data analysis and learning walks which, at times, also include external staff who provide further training when and where necessary (e.g. through a RWI development day).

Number of students identified:

In September **2016**, 93 students out of a total intake of 354 were below the Expected Standard.

The makeup of the catch-up cohort in relation to other significant groups is as follows:

Group	Number of catch-up cohort	% of catch up cohort
Pupil Premium	25	26.9%
SEN	31	33.3%

Provision Implemented:

There is a clear focus on Quality First Teaching and Wave 1 interventions within the classroom and staff Professional Learning has focused on providing appropriate differentiation to match the needs of individual students.

In addition to this 'Universal Offer', catch-up students also follow a personalised intervention programme depending on their needs. This is decided through additional assessments and transition meetings with primary schools. The provision included:

Provision	Expected Standard on entry	Below ES on entry
Universal Provision (Quality First Teaching and Wave 1 intervention strategies in the classroom)	Mainstream English Curriculum which includes: Accelerated Reader SPAG focus	Mainstream English Curriculum which includes: Accelerated Reader SPAG focus English nurture group provision (smaller group), taught building on principles of RWI programme
Intervention	As the year progresses, students are STAR tested at regular intervals. This is to identify whether there is a need to provide additional support to students who may have been at or above the ES on entry but who slow or regress in their reading progress. If a	<ul style="list-style-type: none"> Read Write Inc - synthetic phonics programme- taught by trained members of staff for 1 hour per day When students have completed the programme they are integrated into all mainstream lessons. They may then fall into other literacy based intervention cohorts such as <i>Reciprocal Reading</i>, <i>Reading Leaders</i>, <i>Premiership Reading Champions</i> based on their continuing progress in reading (as per STAR data).

	concern is identified, Wave 1-3 interventions as outlined for those below on entry are implemented.	<ul style="list-style-type: none"> • Premiership Reading Champions – 1 hour per week, small group intervention over 10 week period. Delivered in collaboration with SWFC Social Inclusion Team. • Reading Leaders – Students receive 1:1 reading support with trained Y10 coach. • Reciprocal Reading – 1 hour per week, small group session over one half term. • Further bespoke support from classroom teacher and Librarian as part of AR programme.
Parental Engagement	Parent workshops to increase parental engagement and support at home, e.g. Accelerated Reader workshop and promotion of the AR Home Connect.	Parent phonics workshops to support reading progress and to ensure continuity between approaches used in school and at home.

Some students without any KS2 data on entry were also identified as requiring reading intervention – they were entered for the intervention deemed most appropriate.

Some students, where intervention was not having the desired impact and another intervention was deemed to be more appropriate, completed more than one intervention over the course of the year.

Impact of provision:

Students in the **catch-up cohort made accelerated progress** in their (POP tests) when compared to the non-catch-up cohort. Catch up students accelerated their progress by **0.47** of a grade, compared to non-catch-up students who progressed 0.39 of a grade on average.

	RWI		Reading Leaders		Premiership Reading Champions		Reciprocal Reading		Further support with AR	
	No. of students	% of intervention cohort	No. of students	% of intervention cohort	No. of students	% of intervention cohort	No. of students	% of intervention cohort	Number of students	% of intervention cohort
Made accelerated progress	12	63	18	60	7	70	9	50	12	57
Made progress in line with chronological age	7	37	3	10	1	10	2	11	1	5
Did not make sufficient progress	0	0	9	30	2	20	7	39	8	38
Average progress made in reading age (years: months)	1:10 in 10 months		7m in 3 months		11m in 3 months		5m in 2 months		1:2 in 10 months	

Students engaged in catch-up intervention experienced accelerated progress in their English, when compared to non-catch up students.

Individual interventions had a high impact for the duration of the intervention.

However, it is important to note that in spite of this progress, over the course of the academic year, students' progress in reading age again slowed and in some cases regressed. Although it is not desirable nor financially or logistically viable to have all catch-up students complete intervention for the entire academic year, evidently, more needs to be done to sustain students' progress in reading once they have completed an intervention. The Accelerated Reader programme, now fully implemented in Y7 and Y8, together with improved Wave 1 interventions in the classroom and increased data monitoring and quality assurance procedures should ensure the success of individual interventions is sustained over the course of the academic year.

That said, for the next academic year, an increased cohort of students will be completing the RWI programme, to ensure their support will continue for the course of the academic year (where appropriate).

Interventions where impact was limited due to poor attendance or because they did not continue for long enough (e.g. RR), will be amended for the following academic year.