

# Year 7 Catch Up Report

2017 – 2018

## Literacy

### Summary of Cohort

26 students in Year 7 received Catch up provision for literacy. Reading age scores were used in combination with KS2 scaled scores for reading in order to determine the students receiving intervention. The provision consisted of small group work, delivered by two tutors with up to a maximum of five students at a time. Students were removed from a lesson (PE, humanities, French, ICT or citizenship) once per week to access this intervention. Two tutors were used throughout the year.

### Attendance

Attendance of students was generally very good varying from 91 – 99.5 % for 23 of the group; the remaining 3 students participated in line with their whole school attendance between 84 and 89% across the academic year. Staff worked very hard to ensure students attended.

### Attainment and Progress

Students reading ages were assessed at different points throughout the year to measure progress being made. This allowed for tutors to measure the impact of the work being delivered during the extra sessions in combination with their timetabled English lessons. As a result, four students were removed from the intervention at Christmas due to the progress made very early on in the intervention.

### Progress Summary

| student | Reading Age | Final RA    | student        | Reading Age | Final R A   |
|---------|-------------|-------------|----------------|-------------|-------------|
| 1       | 10.3        | <b>14</b>   | 14 (withdrawn) | 10.3        | <b>10.3</b> |
| 2       | 10.3        | <b>13.3</b> | 15             | 9.11        | <b>12.9</b> |
| 3       | 9.3         | <b>10.7</b> | 16             | 9.11        | <b>13</b>   |
| 4       | 9.7         | <b>14</b>   | 17             | 9.11        | <b>13.9</b> |
| 5       | 7.10        | <b>14.9</b> | 18             | 9.11        | <b>12.3</b> |
| 6       | 10.11       | <b>11.4</b> | 19             | 9.7         | <b>14.6</b> |
| 7       | 10.3        | <b>15</b>   | 20             | 8.10        | <b>12</b>   |
| 8       | 9.7         | <b>9.7</b>  | 21             | 9.11        | <b>14.9</b> |
| 9       | 10.7        | <b>16.9</b> | 22             | 10.3        | <b>10.3</b> |
| 10      | 9.11        | <b>13.3</b> | 23             | 8.10        | <b>16.3</b> |
| 11      | 9.7         | <b>9.7</b>  | 24             | 8.6         | <b>14</b>   |
| 12      | 9.7         | <b>11.8</b> | 25             | 7.10        | <b>14</b>   |
| 13      | 9.7         | <b>15</b>   | 26             | 10.7        | <b>10.7</b> |

A large number of students who have SEN and EAL needs received literacy interventions including Read Write Inc, Inference and extra support in class to address literacy gaps early on.

## SEND

### Read Write Inc.

A total of nine students were in the RWI intervention. This is a phonics based intervention aimed at developing basic reading skills for the weakest students.

The students were split into three groups. Two groups who had 4 four lessons per week delivered by a Level 3 TA, and two students who received intervention during morning literacy time.

Students received the intervention from October half term 2017, until the Summer, with assessments being completed at the end of June, approximately 28 weeks. On average, these students made a 10.3 months progress using the single word reading test.

### Rapid Plus.

A total of 18 students were taken out of morning registration time twice to three times per week for Rapid Plus. This is a structured reading programme which is aimed at increasing reading miles and reading comprehension. This is aimed at students who have mastered decoding skills. This was planned for 20 minutes, two or three times per week.

Overall, the students made an average of 14 months' progress measured on the single word reading test.

## Inference

Seventeen students were identified for inference training. Students were split into two groups. The inference training ran for one lesson per week for 8 weeks. On average, students made 2.7 months progress.

Attendance to interventions needs to be more closely monitored as this has a big impact on the effectiveness of the intervention. This is being addressed through the use of Sims interventions for 2018-19.

## Speech and Language

Language underpins basic literacy, and is a huge factor in limiting the development of reading skills and comprehension. Two language groups were delivered for one lesson per week in year 7. Assessments were completed in September 2017, and July 2018, with the intervention lasting 30 weeks. The students identified for these groups had identified Speech and Language difficulties, or had were identified by TAs. The progress of the students was very good, and measure using the British Picture Vocabulary Scale, which measures receptive vocabulary.

The starting point of the students were from <3y9 to 5y7m. All students made progress in terms of their raw score, with an increase from total: 508 to 628 words. One student doubled her raw score, but her vocabulary age remained below 3y9m. Overall, the students made an improvement of 14.75 months.

## EAL

### Morning Literacy session

Students who have an English Proficiency of A – New to English and B – Early Acquisition had one 20 minute session per week the focus was on Reading, Writing, Speaking and Listening using a variety of reading programmes.

Overall, all students improved their English Proficiency by at least one level with some moving up two levels. Thirty three students from Yr.7 – Yr.10 attended the sessions.

#### Rapid Plus

This is aimed at students who have mastered decoding skills. This was planned for 20 minutes once a week. Five EAL students who had an English Proficiency Code C – Developing Competence, attended a 20 minute session once a week.

Overall, the students made an average of 8 months' progress measured on the single word reading test.

## Numeracy

### Summary of Cohort

16 students in Year 7 received Catch up provision for maths. Their KS2 scaled scores for maths ranged from 91 to 99. The provision consisted of small group work, delivered by 1 tutor up to five students at a time. Students were removed from a lesson (PE, humanities, French, ICT or citizenship) once per week to access this intervention. The same tutor was used for all sessions.

### Attendance

Attendance of students was generally very good: the attendance of 12 of the students varied from 92 – 100%. The remaining students were present in line with their whole school attendance which varied from 85.7 – 89% across the academic year.

### Attainment and Progress

Students sat three assessments with the tutor throughout the year in order to determine attainment and measure progress being made within these sessions. All assessments were out of 50 marks to allow for comparison and the average percentage scored increased across the year from 38% to 56% to 68% in the final assessment.

### Progress summary.

| STUDENT | 1 <sup>st</sup> test % | Final test % |
|---------|------------------------|--------------|
| 1       | 44                     | <b>70</b>    |
| 2       | 32                     | <b>68</b>    |
| 3       | 30                     | <b>68</b>    |
| 4       | 42                     | <b>66</b>    |
| 5       | 36                     | <b>abs</b>   |
| 6       | 10                     | <b>36</b>    |
| 7       | 32                     | <b>62</b>    |
| 8       | 64                     | <b>74</b>    |
| 9       | 38                     | <b>66</b>    |
| 10      | 42                     | <b>94</b>    |
| 11      | 40                     | <b>64</b>    |
| 12      | 44                     | <b>88</b>    |
| 13      | 44                     | <b>72</b>    |
| 14      | 20                     | <b>78</b>    |

|    |    |           |
|----|----|-----------|
| 15 | 46 | <b>66</b> |
| 16 | 38 | <b>80</b> |