

Review of Catch up : 2018-19

Funding spent in year 7 and also in extension activities in Year 8 to continue the support

Strategies for 18-19 were:

- Reading (Lexia) and comprehension package : year 7 > Literacy Enhancement Group (LEG)
- Accelerated readers programme: for year 8 and for year 7
- Set up capacity for on-going interventions in year 8: Literacy workshops instead of MFL
- Year 8: Lexia programme to finish and projects ran to develop working and learning skills

Potential impact was:

- Raising of reading ages for the vast majority of the students : **this has been met**
- Reading ages to meet chronological ages for most students (70% +) : **not met (around 50 %)**
- English and Maths: the vast majority of students who started with below 100 reading scores / maths scores make progress within the intervention sessions : **met**
- Contribution to overall progress for low Prior attainment students in English and Maths by the end of Year 7. **Met: good overall outcomes against E/M threshold in year 7**

IMPACT:

1) Overall contribution of the various strategies to overall progress in E/M (mid and low prior ability from SATS)

From our internal data, we can see the following:

measures	Year 7 (threshold is grade 1)	Year 8 (threshold is grade 2)
Threshold equivalent for E/M	Mid prior : 98% Low prior : 75%	Mid prior : 85% Low prior : 33%
Maths > = threshold	Mid prior: 95% Low prior:84%	Mid prior: 93% Low prior:44%
English . = threshold	Mid prior: 99% Low prior:83%	Mid prior: 88% Low prior:77%

The work for E/M needs to continue for year 9 low prior on order for these students to meet their targets by the end of kS4. For students around 100 in Year 8, the results are good against the threshold measure. Y 7 is very positive against the threshold in E/M.

2) Accelerated readers' programme (KS3 strategy)

The accelerated readers' programme tests the students on their level of comprehension and retention following the reading of a book; it also gives an idea of the reading age. (NOTE: this reading age can however be affected at times by the students' level of comprehension rather than their reading ability).

YEAR 7: At the start of the accelerated readers' programme there were 87 students whose standardised score for accelerated readers was below 100. Within one year, 61/87 had increased their reading/comprehension scores and reading ages: 21 of them had increased their reading age by 0 to 6 months, 15 by 6 to 11 months and 25 by one year and more. This constitutes a 70% success rate.
24 decreased in their reading age scores.

YEAR 8: At the start of the accelerated readers' programme there were 91 students whose standardised score for accelerated readers was below 100. Within one year, 56/91 had increased their reading/comprehension scores and reading ages: 13 of them had increased their reading age by 0 to 6 months, 13 by 6 to 11 months and 30 by one year and more. This constitutes a 61.5 % success rate with the majority of the increase being over 1 year. 3 students had remained the same.

3) Literacy Enhancement Group: impact of the Lexia programme

Year 7: we included in this Lexia programme, the students who had less than 100 in their SATS for reading and also some of the students who showed a discrepancy between their SATS and our CATS reading cores.

students	KS2 READING SCALED SCORE	CATS scores	Test: reading age on entry	reading age March 19.		Difference
1	107	98	5y 3m	15y 2m	↑	9y 11m
2	112	91	7y 2m	12y 4m	↑	5y 2m
3	94	87	6y 3m	10y 3m	↑	4y 5m
4			10y 11m	12y 4m	↑	1y 5m
5	100	89	6y 5m	8y 4m	↑	1y 11m
6	90	85	7y 7m	13y 2m	↑	5y 5m

20 students in total with reading scores below 100 in SATS, Cats or both.

After the Lexia programme, 90% had increased their reading age, some by several years. 44 % of them reached their chronological age for reading or above/ well above after the programme.

The students who did not, will be followed up in year 8.

7	96	91	9y 5m	10y 11m	↑	1y 6m
8	98	92	10y 3m	11y 2m	↑	11m
9			10y 5m	12y 7m	↑	2y 2m
10	96	95	9y 5m	9y 10m	↑	5m
11	99	93	8y 1m	11y 2m	↑	3y 1m
12	85	80	6y 4m	6y 8m	↑	4m
13	107	97	8y 2m	12y 7m	↑	4y 5m
14	82	82	6y 5m	6y 8m	↑	3m
15	n/s	86	7y 10m	9y	↑	1y 2m
16	81	90	7y 1m	8y 6m	↑	1y 5m
17	106	77	9y	10y 8m	↑	1y 8m
18	106	94	7y 10m	10y 3m	↑	2y 5m
19	98	78	10y 3m	9y 5m	↓	10m
20	89	62	6y	5y 8m	↓	4m

4) **On-going interventions in year 8:**

Following the Lexia programme in year 7 we still had few students (12) who had not made enough reading progress; we followed this up in year 8.

students	start point	Mar-19	Difference made
1	<5y	12y 1m	7y
2	8y 10m	13y 5m	4y 7m
3	9y 3m	13y 8m	4y 5m
4	7y 9m	11y 2m	3y 5m
4	7y 2m	9y 10m	2y 8m
6	10y 3m	12y 4m	2y 1m
7	9y 7m	11y 7m	2y
8	11y 4m	12y 11m	1y 7m
9	10y	11y 2m	1y 2m
10	9y 7m	10y 8m	1y 1m
11	8y 8m	9y 5m	9m
12	7y 7m	8y 4m	9m

100% of them have made improvement in year 8;
 Another 5/12 have reached their chronological reading age.
 Another 11 have improved by 1 year or more their reading age.

The 7 students who have not yet reached their chronological reading age will be monitored in their overall English results in year 9 as a follow up and will continue on accelerated readers.

5) Maths enhancement catch up programme : year 7

This was done in various groups across the year to support KS2/ KS3 cross over skills/ knowledge. The students selected had achieved less than 100 in their SATS. The aim was to ensure that through the course of the year, the vast majority of the group had improved enough to secure key mathematical skills. As the year went by, the group was reduced.

Content - during the 6 weeks they concentrated on basic mathematical concepts while trying to supplement the Y7 SOW delivered by Maths Staff in normal lessons. The topic areas included:- multiplication, division, adding decimals, fractions, powers, simplification of algebraic expressions and expansion of brackets.

<u>Catch up 1: start of the year / 19 in the group taking both tests.</u>	<u>Test Score (out of 28) 07.11.18</u>	<u>Test Score (out of 28) 19.12.18</u>
1.	12	10
2.	20	21
3.	15	19
4.	9	12
5.	12	9
6.	10	14
7.	12	11
8.	11	17
9.	9	8
10.	10	18
11.	18	22

79% of the first group have improved their tests scores in this intervention.
Some were still below 50% in their tests; they were the girls we kept for the second wave of catch up sessions. (see below)

12.	4	7
13.	5	8
14.	9	13
15.	11	12
16.	9	15
17.	12	12
18.	14	14
19.	2	5

<u>Catch up 2: Students</u>	<u>Test 6.1.19 (10)</u>	<u>Test 20.03.19 (10)</u>
1.	6	7
2.	2	7
3.	8	Absent
4.	7	10
5.	7	10
6.	3	7
7.	7	10

100% who took both tests improved with 50% of them achieving full marks.

(note: the group should have been 11 but 4 did not want to engage with a second set of sessions)

<u>Catch up 3 : students</u>	<u>Test - 1.05.19</u>	<u>Test 26.06.19</u>
1	4/15	11/15
2	3/15	6/15
3	4/15	11/15
4	5/15	10/15

This was the final follow-up group (the students who had improved the least in the last sessions): all have now improved by 50% and over in their tests.