

John Masefield High School

Year 7 Catch-Up Premium 2018-19 Review

Overview

The Year 7 Catch-Up premium has been offered by the Government as a commitment to provide additional funding to schools. This is aimed at each Year 7 pupil who did not achieve at least level 4 in the Key Stage 2 national curriculum tests in reading and/or mathematics. The purpose of this funding is to enable John Masefield High School to deliver additional support, such as individual tuition or intensive support in small groups, for those pupils that most need it.

Year 7 Catch-Up Premium 2018-19

We identified 11 pupils eligible for the catch-up premium in the academic year 2018-19. This is made up from:

Literacy only	11
Numeracy only	0
Both literacy and numeracy	0

In addition we further identified four Year 7 pupils, via internal data, who had low reading ages that would benefit from intervention to improve these scores and develop further confidence with reading and literacy skills.

The projected amount of funding for 2018-19 was £6,954 and we spent this in a variety of ways, including:

- Small group intervention following the reading recovery programme, Fresh Start;
- Teachers offering extra intervention and support in literacy and numeracy for Year 7 catch-up group;
- In-class support for literacy and numeracy will take place, and extra teaching assistant time allocated to support students in English and mathematics lessons;
- Reading intervention via our Reading buddies scheme;
- External trips.

Objective	Success criteria	Met/ Not met	Successes	Areas for improvement
Literacy	Students on programme to make accelerated progress (over 12 months progress over the 9 months of the course)	MET NOT MET	<u>Phonics:</u> With 91% of students making on average 16 months <u>progress by the end of the programme.</u> <u>Reading comprehension:</u> This shows that as a group the average progress is 30 months which is better than <u>accelerated progress.</u>	Use data to set the students into similar ability groups and re-assess at every data point. Two students did not appear to make progress and they will be supported during Year 8 by our Reading buddies programme and further assessments.

Objective	Success criteria	Met/ Not met	Successes	Areas for improvement
Author visits	Pupils can understand links with their learning by meeting the author of books they have read.	MET	The 11 students in the Fresh Start programme were visited by poets during the local literary festival and this inspired them to make up their own group poem.	Expose the students to more events to promote their love of reading and its link with learning.
Literacy	Those with low RA and SA (between 85-95) progress in line with their peers and reduce the gap.	PARTIALLY MET	The 7 students who also received Reading buddy intervention made 7 months of progress in 3 months which is accelerated progress.	This programme has been successful over the last three years using Year 10/11 prefects and we have now introduced Learning Support Assistants from our sixth form. During the Summer term use the students in Fresh Start to be Reading buddies to primary school children.
Rewards	Raise self-esteem of students and share success and progress with parents.	MET	Improved self-esteem evidenced by teacher feedback and scores on individual reports.	Utilise Praise Postcards for students in the Fresh Start group by sending them home and involving parents in their successes.
World Book day visit to local bookshop and the local library.	Those in the Fresh Start will be encouraged to read, make progress in line with their peers, which will reduce the gap and increase their self-esteem.	MET	Improved self-esteem evidenced by teacher feedback and attainment on individual reports.	Enrol students in the Fresh Start groups in the library so they can choose their own books and they can develop a love of reading for themselves and share this with parents/carers.

Phonics data 2018-19

PHONICS			Number of students at start	Number of students term 1	Number of students term 3
Extremely Weak	EW	<100	2	0	0
Weak	W	101-150	1	0	0
Well below Average	WB	151-200	6	0	0
Below Average	B	201-250	1	2	1
Average	A	251-299	0	9	10

Impact of intervention strategies: Phonics

At the start of the Fresh Start programme there were no students who were in the average range for phonics. After 4 months of the programme 9/11 (82%) are now in the average range so that no student is in the extremely weak, weak or well below average category. Over the course of the whole programme 10/11 (91%) of students have made progress in phonics over 3 terms with the student in the average range receiving further appropriate intervention.

Reading data: Single word accuracy

Reading data single word accuracy	Reading data single word accuracy			
	Entry	Term 1	Term 2	Term 3
Well below Average	1	0	1	0
Below average	4	2	3	3
Average	5	8	7	8
Above Average	0	0	0	0

Impact of intervention strategies: Reading data - Single word accuracy

5/11 students (45%) when initially tested were in the average range and when tested at the end of the programme were are now 8/11 (73%) are in the average range. These scores are based on Standard Scores where 85-115 are the ranges we expect students to be in with 100% being average and in line with their chronological age. There are still 3 students who are below average and they are receiving further support in this area.

READING ACCURACY using standard score data (SS)			READING COMPREHENSION Numbers of students		
			Entry	January	Summer
Well below Average	69	74	3	4	3
Below Average Range	75	84	5	2	5
Average Range	85	115	3	5	3
Above Average Range	>115		0	0	0

Impact of intervention strategies: Reading data- Comprehension

At the start of the year there were 3/11 (27%) students who had an average reading comprehension score and at the end of the programme there were still only 3 students in the average range. This will be addressed in 2019-20 programme and those students will receive appropriate intervention to meet their needs.