

**YEAR 7 PUPIL CATCH UP AT CHORLTON HIGH SCHOOL
2020**

The literacy and numeracy catch-up premium gives schools additional funding to support Year 7 pupils who did not achieve at the expected level in Reading and/or Maths at the end of Key Stage 2 (KS2). Previously at least level 4 in reading and/or Maths at the end of key stage 2 (KS2).

CHS Objectives in Year 7 Catch Up Grant:

- Raising literacy and numeracy levels.
- Moving students to secure levels equivalent to NC level.
- Improved levels of expected / better than expected progress in English and Maths.
- Building enjoyment for reading.



SUMMARY INFORMATION

Number of pupils and Year 7 catch up Grant received				
	2016 - 2017	2017 - 2018	2018 - 2019	2019- 2020
Amount of grant received per student	500	-	-	-
Total amount of catch-up grant achieved (*TBC)	£17,500	£17,384	£17,384	£17,559

Performance of Low Attaining Pupils (LAPS) at the end of KS4	2016-2017	2017-2018	2018-2019
CHS English Attainment 8 (LAPS)	5.65	6.27	5.76
National Average English Attainment 8 (LAPS)	5.14	TBC	5.01
GAP	0.51	1.13	0.75
CHS English Progress 8 (LAPS)	0.07	0.21	0.00
National Average English Progress 8 (LAPS)			-0.22
CHS Maths Attainment 8 (LAPS)	3.22	3.45	3.42
National Average Maths Attainment 8 (LAPS)	3.62	TBC	3.42
GAP	- 0.40	-0.17	-0.14
CHS Maths Progress 8 (LAPS)	-0.26	-0.3	-0.25
National Average Maths Progress 8 (LAPS)			-0.15

Commentary: English LAPS performance was well above National for attainment and progress

Maths LAP performance was in-line with National for attainment

HOW THE GRANT IS USED:

At Chorlton High School we use the grant in 3 ways:

- To deliver a **core entitlement** for all students who did not achieve at the expected level in Reading and/or Maths at the end of Key Stage 2 (KS2).
- To provide **personalised intervention** - Students are able to be identified and appropriate intervention programmes or strategies can be put in place specifically for them.
- To adapt **enrichment opportunities** that promote reading for pleasure.

Core entitlement for all Year 7 Catch Up students

Intervention through English Lessons:

The English curriculum places a high priority on delivering reading, writing and communication skills through a daily English lesson. English teachers utilise a number of schemes and interventions depending on the need of the students including Accelerated Reader provision and a discrete Oracy curriculum.

Intervention through Maths Lessons:

The Maths team remodelled the Year 7 curriculum specifically to target the needs of Year 7 Catch Up students. During the Autumn Term pupils eligible for catch-up funding received a transition curriculum with a reduced class size with a specialist class teacher and teaching Assistant. The curriculum has been designed through the Manchester Teaching School Alliance (MTSA) in conjunction with the North West Maths Hubs, by teachers from KS2 and KS3.

Personalised Intervention

Students who were identified as having barriers to learning were also identified and given additional interventions from a number of specific strategies to support their learning.

Additional Literacy interventions - Additional staffing to support a range of English and literacy interventions such as small group support and one to one support. Creative programmes such as working with Arts, media and sport to develop confidence are used to develop confidence, motivation and skills in context. In particular, two intervention programmes have been designed in partnership with MTSA and are delivered by a specialist language and literacy intervention team.

- **GROW @KS3** – An intervention programme based on the GROW@KS2 literacy intervention programme which was developed by the International Literacy Centre, Institute of Education, UCL, London. This small group programme is for students who are identified as 'working towards expected reading standard' as indicated by their KS2 SATS results. It focused on 'growth' in reading, oracy and writing, and is taught in a six-week cycle of thirty minutes a day, three times a week. The programme is linked to our linked primary schools to ensure progression between KS2 and 3. It includes cross-curricular reading of non-fiction texts which can be a barrier at the start of High School; this includes the pre-teaching of vocabulary and concepts. Reading skills are made explicit and demonstrate to them the skills of a good reader. Writing is linked to the reading texts e.g. writing as an historical figure to explore past tense and summarise changes in Roman Britain. To measure impact results from the Salford Reading Test (sat in the intervention lesson), online STAR reading test (sat in accelerated reader lessons) and online GL reading test (tested as part of a pupil's school reading age) are compared to identify strengths and development skills.

- **INFERENCE** - For this intervention the specialist team work with students whose decoding skills have been developed, however who are identified as having lower comprehension skills. The group receive two forty minute sessions per week, following a structured approach that explores gist, meaning and how to infer implicit information. This structure is applied to a range of cross curricular fiction and non-fiction to embed the process. Texts are carefully selected by teachers who have recognised the challenging parts of them

Additional Numeracy interventions - Additional staffing to support a range of Maths and numeracy interventions, small group support and one to one support.

- Maths small group – diagnostic based (Numeracy)

Access & Achievement specific interventions

- SLPD intensive support
- Speech and Language therapy
- Educational Psychologist
- SPLD TA support
- ThInc intervention
- KS2-3 Transition support (AA, Transition Team)

EAL Interventions

- New Arrivals programme
- Intervention groups for our EAL pupils who would be categorized ABCDE proficiency scale:
- A group (new to English)
- B group (early acquisition of English)
- C group (developing competence in English)

Enrichment

To foster a love of reading a number of enrichment strategies are used across the school. To help capture the interest of students who are working at level 3 on transition additional strategies are used. These include:

- Additional Teaching Assistant time to develop one to one intervention to support and encourage students with these initiatives.
- A range of peer learning and mentoring activities are organised through the school to develop aspiration and peer learning. These include; Premier League Readers, Reading Leaders, Global Dimension Buddies and Maths Leaders.
- A particular programme of events that support this is organised by the Library. This incorporates a number of high profile reading events that promote reading for pleasure and peer assisted reading schemes and reading buddies. Library staff and teaching assistants work to particularly encourage target adapt materials and to engage developing readers and disadvantaged students in these events. Additional funding here has supported additional materials, authors visits and additional books to support the work.

IMPACT:

2018-2019: Year 7

All students who achieved below 100 on the Key Stage 2 Reading Test accessed literacy support programmes. In English there were 37 students. At the end of the year, 32 of them had made expected progress which equates to 87% of the cohort. Only 3 students on the 'green' pathway made below expected progress.

All students who achieved below 100 on the Key Stage 2 Maths Test accessed a bespoke curriculum programme. In Maths there were 36 students. At the end of the year 19 of them had made expected progress or better

NB: The grading system is based on comparative outcomes so the students are compared against each other. Students below 94 are 'yellow' and students between 94 and 106 are 'green'. Therefore, the students below 100 are the lower ability end within the green pathway and below expected progress *may be them maintaining their position* relative to their starting point.

2016-2019: Long term impact of the Year 7 Catch-Up support – Key Stage 4 Outcomes

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