

Stretford High School Y7 Catch-up premium Action Plan 2016-2017

- Area of Impact – Teaching & Learning
- Area of Impact - Improving Numeracy & Literacy
- Area of Impact - Improving outcomes for vulnerable children
- Area of Impact – Raising aspirations
- Area of Impact – Improving exam & test results
- Area of Impact – Pastoral Support

Lead: NHU **Allocated spend** £14, 000

Goal: To improve the attainment of Y7 catch-up premium students in Reading and/or Maths so that it is line with national standards.

For 2016-17, the school was awarded £14,000 of catch up premium funding. Catch up premium is awarded to help support students who arrive at secondary school with below expected levels in English and/or Maths at Key Stage 2.

50 Y7 students have been identified as requiring **numeracy** support. Timetables were adapted to include a bespoke programme called Catch Up Numeracy which takes place in its own learning environment and makes use of a range of intervention strategies including the use of the Success Maker programme to support in the delivery of interventions. Support staff have completed the Catch up Numeracy training and facilitated the programme from October 2016.

- Pupils benefit from structured one-to-one intervention based on Ann Dowker’s ten components of numeracy. It is designed for learners whose Number Age is significantly below their Chronological Age and is designed for use with struggling learners in numeracy between the ages of 6-14. Baseline assessments were completed in October 2016 using MALT.

69 Y7 students have been identified as requiring **literacy** support. Timetables were adapted to include a bespoke programme called Catch up Literacy which takes place in its own learning environment and makes use of a range of intervention strategies including the use of Lexia, Hodder Reading scheme, Reading Box (Red), Talisman and Sound Reading System and Beat Dyslexia.

- The Hodder Reading scheme is a reading system aimed squarely at Key Stage 3. Specifically designed to break through barriers to reading from Level 2 through to Level 6, it focuses on the skills and strategies which pupils of all abilities need to improve their reading.

Level 2–3 provides an accelerated route for lower-attainers to catch up with their peers in reading. Level 3–4 offers further support to pupils whose reading levels are below the national average.

- Reading Boxes are a resource for reluctant readers but also have a comprehension value.
Reading Boxes by Colour Sets - Each box contains 150 laminated illustrated story cards graded over a range of levels within a box appropriate to the reading abilities of the students.
All boxes include a range of genres; Narratives, Reports, Description, Recounts, Explanations, Visual texts and more.
- The Sound Reading System is a carefully constructed 'synthetic phonic' reading programme that teaches children how to read the complex English spelling code in simple, logical steps. The Sound Reading System is built around a comprehensive understanding of the entire English spelling code and could be usefully described as a 'linguistic phonic' programme.
It has broken down the code into a workable framework: 26 alphabet letters, 44 spoken sounds and 176 basic spellings
- Beat Dyslexia - this programme has been developed for pupils who are struggling to read, write and spell. This is a comprehensive programme which covers all areas of literacy with a multi-sensory approach; incorporating auditory, visual and kinaesthetic learning styles. The resources are highly motivating and interesting for fun and memorable learning.
- Lexia Reading enables students of all ages and abilities to master essential reading skills. Lexia can be used as a component of any literacy curriculum, and the needs of both primary and secondary schools can be met, when compared to traditional approaches, which are often difficult to manage. Due to its online nature, Lexia Reading consistently provides personalised explicit practice. Easily accessed reports inform planning and evidences progression, thus reducing the dependency on paper based tests.
- Talisman Series is an exciting fresh start for older pupils who need to learn the Phonic Code.
Series 1: The first series of 10 books introduces the vowel sounds and their alternative spellings (following Phase 5 of the 'Letters and Sounds' programme). With a reading practice page, vocabulary page and multi-syllable words split for the reader, these highly-decodable books ensure reading success. Each book presents the alternative spellings for one of the following vowel sounds: 'ae', 'ee', 'oe', 'er', 'ow/oi'
Series 2: 10 books for older reluctant readers, covering phase 5 of Letters and Sounds, including all the "sh" final syllable sound alternative spellings (ture, tion, tial etc.).

Literacy interventions also take place for some pupils prior to morning lessons. Support staff have completed the Catch up Literacy training and facilitated the programme from September 2016. Baseline assessments were completed in September 2016 using the Edinburgh Reading testing programme.

Numeracy & Literacy catch-up premium impact data:

PR1 48 pupils Numeracy, 67 Literacy (increased by 2 pupils by PR2 due to new arrivals 50/69).

<u>Y7 Numeracy</u>	On/Above PR1 target	1 sub-level below PR1 target	2 sub-levels below PR1 target	3+ sub-levels below PR1 target
PR1	6%	79%	13%	3%

<u>Y7 Numeracy</u>	Above PR2 target	Met PR2 target	1 sub-level below PR2 target	2+ sub-levels below PR2 target
PR2	2%	68%	24%	6%

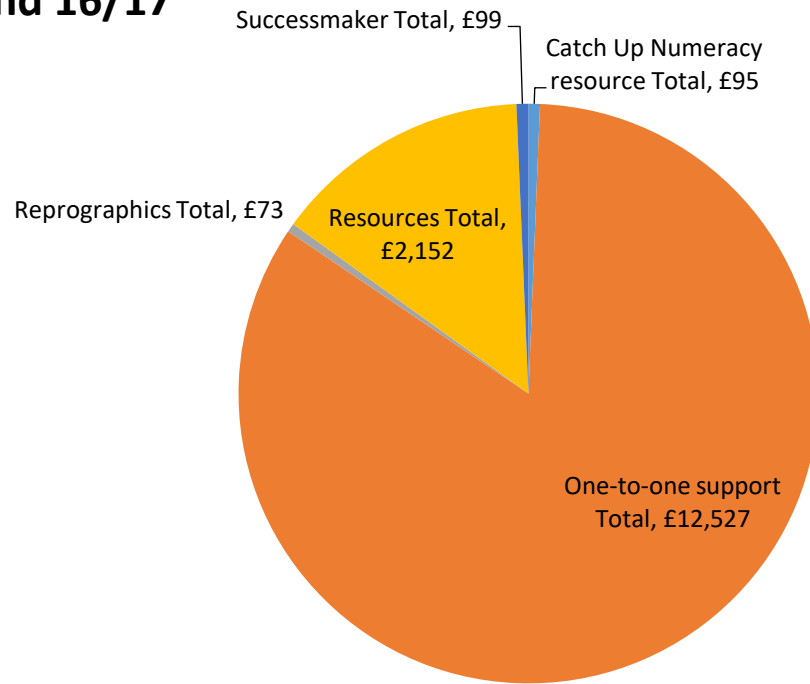
PR2 - Reporting parameters have changed so no direct comparison with PR1 is possible. Catch-up lead to address pupils who are below target with class teachers & SEND in half term 5 and tackle the 30% of pupils who are currently below their PR2 target.

<u>Y7 Literacy</u>	On/Above PR1 target	1 sub-level below PR1 target	2 sub-levels below PR1 target	3+ sub-levels below PR1 target
PR1	7%	37%	31%	22%

<u>Y7 Literacy</u>				
	Above PR2 target	Met PR2 target	1 sub-level below PR2 target	2+ sub-levels below PR2 target
PR2	30%	30%	32%	14%

PR2 - Reporting parameters have changed so no direct comparison with PR1 is possible. Catch-up lead to address this with class teachers & SEND in half term 5 and tackle the 46% of pupils who are currently below their PR2 target.

Y7 Catch Up PP Spend 16/17



Catch Up Numeracy resource Total	£95
One-to-one support Total	£12,527
Reprographics Total	£73
Resources Total	£2,152
Success maker Total	£99
Grand Total	£14,946

Success criteria	Chosen strategies	Evaluation of impact
<p>Pupils make progress in English (reading) and Maths from KS2 baseline so that there is no difference in their achievement and that of their peers and attainment is in line with national standards.</p>	<ul style="list-style-type: none"> - Pupils identified using KS2 analysis - Use CATS & Progress tests to identify specific areas where students are struggling - SEND identify underachievers, using MALT and Edinburgh Reading tests. - Amalgamate KS2 data, MALT, Edinburgh, CAT and Progress tests to identify pupils for intervention. - Secure a full time catch up numeracy TA to run bespoke sessions - Order Success Maker - Implement Success Maker for numeracy - Tailor interventions appropriately - QLA analysis from Raise for all - Monitoring of progress via PR drops and use of catch up resources. - Catch up numeracy room been set up with dedicated TA to run bespoke sessions. - TA1 to support TA4 in some lessons also appointed. - Catch up numeracy room allocated with resources purchased to run bespoke lessons. - Pupils identified and some grouped to deliver catch up sessions. 	<ul style="list-style-type: none"> - CAT tests used to create bespoke learning interventions - Edinburgh reading and MALT tests done, this has allowed us to cross reference the pupil on the KS2 under 100 score with - Timetables for literacy and numeracy created and can be viewed on the weekly bulletin - Meetings held, discussed the pupils identified for catch up, identified pupils that will be in class supported. - Catch up numeracy lead recruited - Catch up timetable live - Success maker ordered 1/12/16 - 1 to 1's with catch up leads to assure correct pupils have been targeted - Numeracy room fully equipped and in use - Timetable up and running - Room has provided a dedicated work space for numeracy, pupils have ICT access and a selection of resources.

	<ul style="list-style-type: none"> - Success Maker ordered and staff training booked in for the 5th of January. - PR1 data analysis and interventions to be adjusted. - Success Maker training took place on the 5/1/17, team of 15 staff from English, Maths and catch up team trained to deliver catch up sessions using intervention program. - PR1 data analysis done to identify pupils making progress and changes to catch up interventions. - Analysis shared with Maths and English leads and catch up team - Catch up literacy team have made some adjustments to the pupil intervention list - Catch up numeracy have made some adjustments to the pupil intervention list - English department have outlined all the interventions taking place for every pupil who is on the catch up numeracy list, within the classroom. - Maths department have outlined all the interventions taking place for every pupil who is on the catch up numeracy list, within the classroom. - Post for a 3 day catch up TA for numeracy advertised and recruited. - Success maker training with English, Maths, SENCO departments took place on 6/03/17 - Staff were shown how to use the program and how they can embed into teaching to support interventions in the classroom. - MALT re-tests to take place in June - NEALE re-tests to take place in June 	<ul style="list-style-type: none"> - PR1 analysis used to make adjustments to intervention list. - Training for Success maker facilitated - TA3 appointed for catch up numeracy - All pupils under the KS2 100 score are now having numeracy intervention
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	<ul style="list-style-type: none">- Maths department to continue to use My Maths to address underperformance and will update 'gap analysis' document- English department set up a reading mentors programme as well as a Wednesday morning intervention	
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