

Year 7 Catch-up 2018-2019

The Year 7 Catch-up students have been identified through their KS2 Scaled scores for Reading and Maths. We have chosen the students who had failed to achieve 95 and below at KS2. There are 98 students in total (Literacy = 50, Numeracy = 48) with 30 students appearing on both lists.

The plan is to intervene with these students in a variety of ways in Literacy and Numeracy, dependent on their own individual needs and circumstances. Please find below, a Pre-Budget Proposal for each area which includes a rationale of thinking, a brief outline of proposed strategies and approximate costs. *Final details are to be confirmed.*

Pre – Budget Proposals

Literacy

Rationale

For low attaining pupils, the teaching of phonics has always been a popular method to improve reading ability; however, the document 'Literacy and numeracy catch-up strategies' (DfE, 2018) argues that this approach is only effective for 'younger readers (aged 4-7)'. There is very little evidence on how effective this approach is with older students. In light of this, reading comprehension approaches are considered the most effective way to improve year 7 students' reading abilities. Research suggests that 'reading interventions generally have a more positive impact on pupils' attitudes towards reading' and a 'positive effect upon their general learning'. In particular, the DfE's research found that 'Computer-based interventions have been found to be effective'. Accelerated Reader (henceforth AR), encourages pupils to read books in their zone of proximal development and complete online comprehension quizzes. It had a 'moderately positive effect upon participating pupils' in comparison to non-computer based programmes. At only £9 per pupil, this is an affordable alternative to expensive one to one interventions. AR's own research claims that with 20 minutes reading every day, children can improve their reading age by two years in a single academic year. There are thirty-one students who have a reading scaled score between 90-95. Fifteen students will be invited every other day to 'Breakfast Club' run by our English teaching assistant where they will get the suggested 20 minutes reading each day. An after school 'Reading Surgery' will also be run in room 33 with close access to the library to give pupils another chance to get their 20 minutes reading done. There may also be an opportunity to have a fortnightly library lesson delivered by RUP on their timetables, allowing for conversations about their reading; the selection of new books; time for half termly reading tests to check progress and fortnightly target setting to make the most use of the programme. More information can be found at:

<http://www.renlearn.co.uk/wp-content/uploads/2016/12/AR-Information-Booklet-for-Staff.pdf>

There are nineteen year 7 students whose KS2 scaled score for reading is between 89-80 which is significantly below 100. These students will need one to one intervention. Catch Up Literacy is another programme researched by the DfE, providing low achieving students with two 15-minute sessions per week to improve their literacy attainment. The DfE state that 'The intervention found a positive, low effect upon pupil progress'. Although there may be more effective one to one interventions such as Reach and Switch-on Reading, these only have a 'moderate, positive effect' and need much more frequency in their delivery. With Catch-Up Literacy, students will be taken out twice from form time across the week by teaching assistants to have one to one interventions. In addition, sixth formers will also be trained on how to use the programme and will help in its delivery.

The DfE's research into three oral language interventions suggested that these particular interventions were ineffective. But further research on this has shown that these methods may be more effective for EAL students. In particular, sound training by Lexonik has shown a positive impact on students' literacy skills. The company claim that students can improve in just three weeks. The

intervention needs to be delivered over six weeks with groups of 4 in one hour sessions. There are four EAL students identified as needing literacy intervention which will be delivered by the EAL Coordinator in school. More information can be found at: <https://www.lexonik.co.uk/our-products/lexonik/>.

Out of the fifty students needing catch-up in literacy, seven are pupil premium students. As well as the interventions mentioned above, these students will be given skills work booklets to support learning in class and will be available to parents through the homework management tool 'Show My Homework'.

In addition to this, a curriculum redesign will help students to develop their written skills. All Key Stage 3 classes will now have 'minor' English lesson to cover basic writing skills such as punctuation, spelling and grammar. These skills will be explicitly taught in these fortnightly lessons and applied in class. This will help lower achieving students to catch up with their peers and allows us to use our most valuable resource, classroom teachers, to help close the literacy gap in lessons themselves. Classroom support will be timetabled to help SEN students in these lessons.

Finally, a change in the marking and feedback policy at Wigston Academy will encourage teachers to mark the books of the fifty identified students first. This will mean that these pupils receive the highest quality feedback from teachers.

Proposed Strategies

What	Who (PP, EAL, SEN, Non)	When/How Often	Approximate costings
Accelerated Reader	31 pupils with reading scaled score between 90-95. This number includes 3 EAL students, 4 PP students and 10 SEN students.	Every morning before school in Breakfast club. 8am- 8.25am run by English TA in the library.	£9 per pupils + cost of member of staff starting 25 minutes earlier + cost of books that are listed on AR website.
Lexonik Sound Training	4 EAL students (3 with reading scaled scores between 90-95 and one with score of 86)	1 hour a week, groups of 4, delivered by EAL Coordinator. Students will be taken out of different lessons each week.	£118-£158 per pupil.
Catch-Up-Literacy	19 pupils with reading scaled score between 89-80. This number includes 1 EAL student, 3 PP students and 4 SEN students.	Twice a week in 15 min sessions delivered in form time by TAs and 6 th form.	Training for one person is £450.
Skills Work Booklets	7 PP students	Half termly	Cost of printing booklets
Minor Lessons	All students in year 7	Fortnightly	Cost of printing booklets

Numeracy

Rationale

Within numeracy it has been difficult to define the relationship between everyday maths and numeracy. It is therefore necessary to have a multimodal dimension to numeracy aids an understanding of numeracy learning in classrooms. Understanding that numeracy has both linguistic and visual properties, increasing the ability to have dialogue about it beyond the classroom, will enable progress to be made at a higher rate. [Street and Baker (2006)]

There appear to be no typologies of family numeracy programmes. Nickse (1993) has defined that there is many types of programmes that can be in place for the engaged family but our primary focus must be Child centred activities and through these hope to develop a numeracy programme that can extend beyond school becoming intergenerational. Elsa Auerbach (1989) developed a typology for family literacy work. Using some of the ideologies in our practices will hopefully lead to sustained development of the students and maintained progress.

1. Increase the social significance of numeracy in their lives.
2. Develop a culture of numeracy language beyond the maths class room.
3. Interacting with the school systems, numeracy support events.

Family numeracy developed sometimes in tandem with, and sometimes independently of, family literacy. Merttens (1993) also addressed the issue of the impact of a family numeracy programme with a focus on school mathematics, showing positive results for the intervention. Family numeracy programmes to support parents in their numeracy and to help them help their children in their numeracy development were piloted by the Basic Skills Agency between April 1997 and March 1998. The Basic Skills Agency has always been very clear that their model has to include a session with the children on their own, a session with the parents working on their literacy skills on their own, and then a joint session with parents and children. In that, they draw on the Kenan model of family literacy, and perpetuate it. Parallel typologies for numeracy could be based on this approach. Enable parents to also access numeracy support.

Research has been conducted on the new maths GCSE curriculum. Within the research each topic on the course is represented by a node links are formed where one topic is the prerequisite learning required to learn the other topic. For example, you need to know your times-tables in order to find HCF and LCM. The nodes are scaled in size by the number of out-going links they have. I.e. the largest nodes are the required prior learning for a greater number of topics. The importance of mastery of number is clear to see. This analysis suggests 50-60% of all topics on the GCSE rely on fluency with times-tables (and corresponding divisions).

In addition to fillings gaps in mental calculation strategies and times-tables, our strategies aim to focus on 'Key Skills'; the largest nodes from the research. If students master all these before they begin Key Stage 4, they will find they have an excellent foundation of knowledge that will make learning GCSE Maths concepts easier. Of course this won't be an exhaustive list and it will vary from student to student, but the importance of mastery of number topic shown clearly in this curriculum map agrees strongly my first-hand experiences as a maths educator.

Proposed Strategies

What	Who (PP, EAL, SEN, Non)	When/How Often	Approximate costings
PiXL Timestable App	All 48 CU students scaled score <48. Includes 4 EAL one of whom is SEN. Another 17 SEN students 5 of who are PP plus three others.	ASAP. Monitoring of hours spent on APP tracked half termly.	PiXL??

CGP Catch up books	AS ABOVE	Once purchased and monitored by SLC.	£8 x 48 = £384
Intervention tracking SLC	24 Students not included in additional groups above.	Tuesday during tutor time.	SALARY.
Small group intervention SLC	Through the above identify those not making rapid enough progress.	By half term 1.	SALARY
Numeracy Ninjas	All LA students including CU students	In lessons once training given to relevant teachers	Printing of booklets
Third space learning	All 48 students	Online enrolment required and equipment availability	Enquiry required
Context for learning projects including ICCAMS	All 48 students plus others	Incorporate into schemes of work and all teachers teach	Printing of resources and purchasing of practical aids.
Students are placed in smallest classes and when possible TA support, JBr Summer School	All 48 students	Setting completed and TT of JBr done. JBr time to meet with class teachers and other TA's.	
	Students not deemed to have made sufficient progress by the end of year 7	Summer 2019	£200 per day.
Saturday school	15 students closest to 100	If possible before half term	£1250 (25 weeks @ £50) plus printing