

Year 7 'Catch-Up' 2015/2016

For the 2015/16 Academic year, the school identified 13 students who were eligible for 'catch-up'. 'Catch-up' is for students below level 4 on entry. The school received £8000 additional funding to support this.

Of the 13 students, 3 females were able to 'catch-up' through 'High Quality Teaching'. One of these students, showed dyslexic tendencies and was assessed for a gel colour overlay and was the only intervention necessary for great progress to be made. See the three student Progress Report below.

How do we spend it?

We continue to run very effective Literacy lessons, which include:

- ❖ English skills, including Spelling, Punctuation and Grammar – a significant and important factor for GCSE's going forward and known as SPaG. SPaG can hold up to 20% of the marks awarded in English, History, Religious Studies and Geography;
- ❖ Reading and comprehension – this is done individually and in groups, reading aloud. We continue to use the Accelerated Reader intervention. The intervention tests the students reading ability and identifies a correlating level, which are colour coded in the library. The students read books and were quizzed using the Accelerated Reader App on their iPads, to test their understanding. The programme keeps a record of books read and quizzes completed, and valuable data regarding progress, books read, quizzes taken and whether the student passed; word count and time spent reading and completing quizzes.
- ❖ Spelling – the students used the SuccessMaker intervention. Students are logged onto the programme, which automatically recognises when the level and complexity of the spellings is increased.
- ❖ Spelling and individual reading tests – these were carried out termly. The first on entry to give a baseline, with one in the Spring and the last in the Summer Term. It is using these tests that we can measure the 'Ratio Gains' made by students over the year.

What are Ratio Gains?

On average a student, without intervention, will make one month's progress in a single month.

Students who receive an intervention should make two months progress in a single month. At the end of the year we can expect such students to make two years' progress.

The table below demonstrates the Ratio Gains achieved by 12 students:

Gender	EN TA English Subject KS2	Maths Test Level KS2	SC TA Science Subject KS2	Ratio Gains - Reading Accuracy	Ratio Gains - Reading Comprehension	Ratio Gains - Spelling
M	3	2	3	Reading 8.9	2	3.3
F	3	3	3	3.7	4.8	3.3
M	3	5	3	4.1	4.5	2.7
F	4	3	3	No intervention required. Making excellent progress through High Quality Teaching.		
F	3	4	3	2.2	2	3.7
M	3	3	3	6.9	3.1	5.8
F	5	3	5	No intervention required. Making excellent progress through High Quality Teaching		
F	4	3	4	2.9	2.1	2.4
F	4	3	3	3.2	5	3.3
M	4	3	4	Left school. Now returned and back in literacy.		
M	3	4	4	2.9	4.3	1
F	4	3	4	No intervention required. Making excellent progress.		



Remarkable impact



Significant impact



Useful impact

Numeracy

This was run on a one to one basis. Some students utilised interventions that teach basic maths skills. These included 'Plus one'; 'Power of two'; and 'TimesTables' all of which were delivered during tutor time in Learning Support.

Literacy and Numeracy

In addition students received one to one for one hour per week for a 10 week period, with a Qualified Teacher.

'Catch-Up' 2016/17

In line with school targets the Learning Support department will be targeting to raise attainment, particularly with boys.

A new intervention 'TextNow!' is to be introduced initially to boys. Progress can be made up to 2.4 years in 10 weeks. Staff training undertaken to deliver effectively. In the Summer Term the first five weeks can be delivered to the 17/18 intake at Primary School, prior to the Summer Holidays. The intervention can be completed in the first five weeks at The Arnewood School. This will enable students to fully access the curriculum and resources in a shorter timeframe.

SuccessMaker requires renewal, especially in line with changing technology. This is currently being reviewed, with a move towards an App so that students are able to access the programme from their iPads. Spelling App introduced to support learning using the 'Commonly mis-spelt words' as provided by Statutory guidance at Primary level, in addition to additional spellings and terminology for curriculum subjects.

In addition, App development is in progress with a Computer Scientist, Cambridge University trained, to develop Apps, tailor made to meet requirements.

Phonics development and training to assist students with correct sounds for reading