

Year Seven Catch-Up Programme

The Government made a commitment to provide additional funding for Year Seven students who had not reached a National Curriculum Level Four in Literacy and Numeracy at Key Stage 2. The rationale behind the funding is that the earlier *eligible students catch-up* with their peers, the earlier they will be able to access the secondary curriculum completely. Harlington School has primarily used this additional grant to target support in small groups which are run after-school with specialist staff. The advantage of after-school classes is that it does not adversely affect students learning in other curriculum areas. We have also purchased additional resources such as online reading tests which helped to effectively identify eligible students.

In terms of monitoring the impact of the programme, the following approach for raising awareness, accountability and tracking has been established:

- Liaison of Literacy Catch-Up teachers with parents.
- Faculty meetings with the Curriculum Leaders for English and Mathematics.
- Liaison of Literacy Catch-Up teacher with the Literacy Coordinator.
- Named senior member responsible for overseeing the Action Plan Outcomes
- Termly results analysis with nominated SLT

2013-2014

All students were reassessed using online reading tests. 40 eligible students were initially identified in Year Seven while 11 students were identified in Year Eight. Eight additional students, who were admitted mid-term to school during the academic year, were also placed on the programme which brought the total number of students to 59. Approximately 30% of these students were Pupil Premium students. All the students were divided into eight groups consisting of between 5 - 8 students in total. Achievement was measured through teacher assessments at the end of each respective term.

IMPACT: 44 students made more than expected two sub-levels of progress. Eight students made the expected two sub-levels of progress. Four students made 1 sub-level of progress. One student made no progress while 2 students were moved to alternative provision. Overall, 54 students reached at the NC Level 4 and are now consistently working at or above this level.

2014-2015

All students were reassessed using online reading tests. 41 eligible students have been identified in Year 7. Approximately, 55% are Pupil Premium students which represent a significant 25% increase from the previous year. These students have been divided into 4 groups of 10-11 students and receive regular focused class's after-school as the previous year. The Schemes of Work involve reading and analysing narratives from a variety of genres, creative writing units where students write their own story, and a punctuation unit which involves students learning about a variety of punctuation marks in English. The parents/carers of each child have been informed about their child's eligibility and their approval has been warmly received. Progress will be measured termly through teacher assessment of their levels as the previous year.

IMPACT: 18 students made more than expected two sub-levels of progress. 13 students made the expected two sub-levels of progress. Eight students made 1 sub-level of progress. Two students made no progress. Overall, 61% students reached at the NC Level 4 and are now consistently working at or above this level.

2015-2016

As the previous two years, all students were reassessed using online reading tests. 37 eligible students have been identified in Year 7 while 10 were identified in Year 8. Approximately, 26 % receive free school meals and are also classed as Pupil Premium students. These students have been divided into 4 groups of 8-14 students and receive regular focused class's after-school as the previous year. This year we have changed the name of the programme to **Literacy Stars** and are working on building the eligible student's self-esteem, confidence and attitudes towards literacy to promote independence and resilience. We are also conducting action research investigating the link between achievement and the student's mind-set towards literacy (*Growth Mind-set and the Power of Positive Thinking – Dweck 2008*) This has had an informed effect with most students viewing the intervention as an exclusive club rather than a compulsory requirement.

We have also created a network of reading mentors from our highly successful Sixth Form who provide targeted reading intervention on a one to one basis once a week. The Schemes of Work involve reading and analysing narratives from a variety of genres, creative writing units where students write their own story, and a 'punctuation unit' which involves students learning about a variety of punctuation marks in English. These schemes have been adapted to incorporate all learning styles (*Seven Intelligences – Gardner 2009*) to create a sense of fun and excitement around literacy. In addition, we have generated individual literacy plans for each student and circulated these to all classroom teachers in an attempt to create a holistic and continual intervention strategy. The parents/carers of each child have been informed about their child's eligibility and their approval has been warmly received.

IMPACT: 25 students made more than expected two sub-levels of progress. 13 students made the expected two sub-levels of progress. Eight students made 1 sub-level of progress. Ten students made progress, however, they remain below level 4. These students will carry on with the programme. Overall, 70% students reached at the NC Level 4 and are now consistently working at or above this level.

2016-2017

As the previous years, students were reassessed using online reading tests. 48 eligible students have been identified. Approximately, 23 % receive free school meals and are also classed as Pupil Premium students. These students have been divided into 4 groups of 8-14 students and receive regular focused class's after-school as the previous year. This year we have kept the new name of the programme as **Literacy Stars** and are working on building the eligible student's self-esteem, confidence and attitudes towards literacy to promote independence and resilience. We are also conducting action research investigating the link between achievement and the student's mind-set towards literacy (*Growth Mind-set and the Power of Positive Thinking – Dweck 2008*). This has had an informed effect with most students viewing the intervention as an exclusive club, rather than a compulsory requirement.

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been warmly received.

IMPACT: 37 students out of the 48 made the expected two sub-levels of progress. Ten students made progress, however they remain below level 4 (one left the school). Overall then 78% students reached at the NC Level 4 and are now consistently working at or above this level.

2017-2018

All year 7 students were reassessed using online reading tests. 45 eligible students had been identified. Approximately 57% receive free school meals and are also classed as Pupil Premium students. These students have been divided into 4 groups of 9-10 students and receive regular focused class's after-school as the previous year. We have continued to address the programme as *Literacy Stars* and are working on building the eligible student's self-esteem, confidence and attitudes towards literacy to promote independence and resilience. The Schemes of Work involve reading and analysing narratives from a variety of genres, creative writing units where students write their own story, and a punctuation unit (SPaG) which involves students learning about a variety of punctuation marks in English. The parents/carers of each child have been informed about their child's eligibility and their approval has been warmly received. Students' progress will be measured termly through teacher assessment of their levels as previous year. We have also created a network of reading mentors from our highly successful Sixth Form who provide targeted reading intervention on a one to one basis once a week. These schemes have been adapted to incorporate all learning styles (*Literacy Planet/Word Mania*) to create a sense of fun and excitement around literacy.

Literacy Planet provides a broad range of writing content with lessons, writing exercises for persuasive, imaginative and informative texts. Word Mania allows students to improve the variety of skills involved - including phonics, spelling, and vocabulary and word knowledge. This has had an informed effect with most students viewing the intervention as an exclusive club, rather than a compulsory requirement.

New context from this year onwards:

This year was the first complete year where we were given the **new national curriculum assessments descriptors instead of levels**. In past years, primary school children taking SATs were given their results as a National Curriculum level. Any student below level 4 entered the Catch-Up programme. This was clear-cut and straight forward.

As of September 2017, the format and marking system for SATs had been overhauled at Primary. Students no longer received their results as a National Curriculum level, but as a scaled score, and a judgement was made on whether or not they had reached the national standard expected for their age. The papers were marked externally, with no teacher assessment involved. Each child received a scaled score, and confirmation of whether or not they achieved the national standard (**'NS' means the expected standard was not achieved; 'AS' means the expected standard was achieved**). The range of scaled scores available for each KS2 test ranges from 80 - the lowest possible scaled score, to 120 - the highest possible scaled score. A scaled score of 100 or more means that the child has met the expected standard in each KS2 SATs test; a scaled score of 99 or less means they haven't reached the government-expected standard. As such, the year seven students who had not met the expected standard were retested using the NGRT Standardised Test (reading, comprehension and sentence completion).

IMPACT: 45 students were identified for the Year 7 catch up programme. These 45 students were selected on the basis of NGRT testing – a reading age below 10 years would qualify the student to be placed on the Programme. This was done in consultation with all the student's English teachers

including the Curriculum Leader for English, and using the schools CATS tests. 30 students out of the 45 made the expected two sub-levels of progress, and reached their end of year seven target grade (formulated using CATS tests and FFT5). Although, fifteen students made progress, they remain below their target grade. These students will carry on with the programme. Overall then, 66% students reached their end of year seven target grade, and are now consistently working at or above this level.

2018-19

All year seven students were reassessed using online reading tests. 31 eligible students had been identified. Approximately 32% received free school meals and are classed as pupil premium students. These students were divided into two groups of 8-14 students and received regular focused classes after-school as previous years. Building on the success of *Literacy Stars* students worked on developing their self-esteem, confidence and attitude towards literacy to promote independence and resilience. This year in particular, we created a network of reading mentors from our highly successful Sixth Form who provide targeted reading intervention on a one to one basis once a week. The Schemes of Work involved *Renaissance Star Reading* which is an online assessment of students' reading growth, illustrating the skills they have mastered which are aligned to our curriculum. The programme goes further to show the skills each student requires to focus on to meet or exceed the national expected standard(s). The programme involves reading and analysing narratives from a variety of genres, creative writing units where students write their own story, and a 'punctuation unit' which involves students learning about a variety of punctuation marks in English.

Last year we also ran a pilot for this group using *Read Write Inc.* programmes developed by Ruth Miskin. This integrated phonics with comprehension, writing, grammar, spelling and handwriting. These schemes have been adapted to incorporate all learning styles to create a sense of fun and excitement around literacy. The parents/carers of each child were informed about their child's eligibility and their approval has been warmly received.

Three staff received training on Renaissance Star Reading and Read Write Inc. Ruth Miskin: Mrs. Vohra (Year Seven Catch Tutor/EAL HTLA), Mrs. Thethi (Lead LSA), and Mr. Stewart (SENDCo).

IMPACT:

31 students were identified for the Year 7 catch up programme. These 31 students were selected on the basis of NGRT testing – a reading age below 10 years would qualify the student to be placed on the Programme. This was done in consultation with all the student's English teachers including the Curriculum Leader for English, and using the schools CATS and the DASH Test. This test additionally identifies children with handwriting difficulties which affects their overall literacy scores. It also provides a reliable age-appropriate measure of handwriting and detailed descriptions of handwriting performance.

21 students out of the 31 made the expected levels of progress, and reached their end of year seven target grade. Although 10 students (2 came off-roll) did not make the desired expected level of progress, they did nevertheless make some progress, but remained below their target grade. These students will carry on with the programme. Overall then 72% students reached their end of year seven target grade, and are now consistently working at or above this level.

2019-20

The after-school catch up programme was replaced with the Ruth Miskin Literacy programme (RML). This programme is an intensive phonics, writing and comprehension programme designed to address literacy difficulties at KS2 and KS3. Students were selected through the literacy screening tool provided through the Renaissance Accelerated Reading programme which replaced the use of the Group Reading Test.

The Renaissance Accelerated Reader is an online software package for monitoring the practice of reading. The programme uses the Star Reading Test of reading comprehension which provides each student with a graded level on which to base their reading journey. This subscription-based package allows each student access to online quizzes on books covering the vast majority of books currently in print.

Screening in September 2019 identified 44 students requiring intervention inclusive of 21 students requiring immediate intervention as they tested with scores within the lowest range. A further 8 students from year 8 were added and one from year 9 and 10. This cohort were set into four classes based on literacy level. These groups completed both RML and the Accelerated Reader tasks, the latter programme was made available to all students in Year 7 who could complete quizzes, practice writing online articles or a short piece on their choice of book as monitored by their English Teacher.

This new way of Catch-Up delivery now provided support during the school day in the LDD unit as well as the added benefit of continuation of the learning in English classes. It also provided bespoke support in class led by the English Faculty. The RML programme included a total of 32 students.

The RML lessons were delivered by our HLTA Mrs Thethi, and the SENDCo Mr Stewart. Classes were organised on a rolling programme four days a week during the school day and rotated on a weekly basis to minimise the negative effect of withdrawing students from their curriculum subjects. The resources for this programme including phonics posters, workbooks and teaching materials were all funded by this Catch-up grant. In addition to the above, the Renaissance Star Reading programme was rolled out for Year 7 cohort, enabling the computer-based reading program to be used as a screening tool and supplementary reading programme. This scheme enabled reading to be monitored by the English teachers and total books read by each student, to then set appropriate levels of challenge for each student. Training was rolled out by the SENDCo initially to all teachers in the English Faculty, the Librarian and the Data Managers for administration of the various online programmes. Training was also then cascaded to the EAL Faculty. At a later stage an external training provider was called upon to further develop staff proficiency in delivering and administering the programmes. The librarians were included and also set up a system of enabling the Renaissance Reading book levels to be available for students when choosing their next book from the library.

Impact

The RML programme began after a period of testing in the second half of the Autumn Term. During this period our HLTA took up Mentor position in another school and we trained another LSA to continue her work under the supervision of the SENDCo. There were considerable pressures during the lockdown period, however where students attended the Key worker provision, opportunities were found to continue the programme on a one to one basis. Workbook tasks and lessons were provided online and parents were given information on how to support their child with the programme. The online nature of the Renaissance programme was extremely helpful and greatly benefited home learning - where students took the opportunity to work at home independently. Staff were enthusiastic and had to be upskilled to support these particular students. Phone calls made home allowed work completion to be monitored, tracked and evaluated to some degree. Laptops were also made available to further support this programme – as well as online learning overall.

Of 44 students assessed, 21 requiring urgent intervention in Year 7 were targeted with 21 completing the programme. The 23 students identified as but not on the intense programme we placed with the English Faculty watchlist or who provided opportunities to complete levelled reading tasks monitored by their English teacher. This worked well initially but then became disjointed and disrupted due to Lockdown measures. A whole school follow-up screening test was not available to assess impact for those students. The measuring tool used was the sentence completion test provided by the Renaissance Learning online package which provided a standardised reading score and estimated reading age equivalence.

7 students within this group made significant accelerated progress closing the gap and overtaking some of their peers in the year with standardised scores ranging from 95 to 112.

12 Students made good progress with their standardised scores increasing between 5 and 20 points.

8 students did not make significant gains. These students had improved reading scores but did not close the gap as their standardised score remained in the same range - between 69 and 83 (where scores between 90 and 110 represented the average student). These students were selected to continue the course in Year 8 and all transferred on to the Harlington SEND Register.

Overall and beyond this intervention group, all Year 7s benefited from the renaissance reading program which was supported by the English Faculty.