

THE CHERWELL SCHOOL

USE OF YEAR 7 CATCH UP FUNDING IN 2018/19

The Cherwell School was allocated £15,384 for the academic year September 2018 to August 2019. This money was used to support 24 Year 7 students who joined the school not having achieved the 'expected standard' in reading and 41 students who joined the school not having achieved the 'expected standard' in maths. Standardised scores provided by Sats results in year 6 provide an average score of 100 within a range from 80 to 120. We therefore considered all those with levels of 94 or below in Reading and 99 in Maths to be significantly behind their peers and in need of further support. The purpose of the interventions is to ensure they catch up with their peers who achieved the expected standard. Interventions are designed to accelerate student progress; these include in-class support, after-school support and small class intervention and teaching groups. Expenditure relates to salaries of various school staff, as well as interventions and projects outlined below.

Cohort details

Overall cohort	Below expected standard in maths	Below expected standard in reading
285	41	24

Expenditure summary	Estimated cost
Accelerated reader	£500
Levelled reading books to enable access and progression in reading – assesses comprehension – 1 library session per fortnight for all 24 students	
Reading intervention	£2,850
Eighteen students from this group took part in the Read Write Inc FreshStart reading intervention (guided phonetic reading programme) 3 lessons/week.	
Proportion of additional teacher in Maths	£1,140
There are additional periods of maths each fortnight in the timetable to provide support to students who have low maths levels. Twenty-nine students in this group participated 2ppf.	
Small group in Maths	£7,980
Lowest maths set targeting students working at very low levels in maths – 12 students were in these groups 7ppf	
Proportion of EAL support teacher	£1,100
Two students had weekly support with both their written and spoken English including in class support as well as after school study sessions. EAL support also includes joint planning with individual teachers to accelerate student progress in literacy.	
Proportion of Curriculum Support teacher	£1,554

The CST works with Y7 students who have joined the school with significantly delayed literacy. This is called our 7Stars programme and 13 students from this group have accessed this support. Students are offered a modified curriculum delivered in a nurture environment to accelerate progress in literacy as well as support learning skills.	
Base support	£260
Four students from this group had base support including 1:1 sessions and mentoring, academic support, after-school homework and organisational support.	
Total expenditure	£15,384

Our reporting system has four levels: Emerging, Developing, Secure and Working beyond. For these students arriving with very low levels in Maths, or both, we have considered accelerated progress to be a judgement of Developing in maths by the end of the year. Of the 41 students with standardised scores of 99 or lower for maths, 29 achieved 'Developing' by the end of the year. All of the remaining 12, six students made good progress within their 'Emerging' band, and all 12 will continue to receive maths intervention support in year 8 since they have not caught up with their peers.

In reading, 18 students whose reading levels were extremely low attended a reading intervention programme to address phonics issues (Read Write Inc FreshStart). They were assessed using the reading scheme measures (number of words and speed of reading) and all but two completed the scheme with significantly improved phonics decoding and reading speed. Of the remaining two, one improved his word recognition over the time, as tested using the Lucid Exact screening tool. These two students will receive ongoing support with phonics in year 8. All 18 of these students continue to receive extra help in English in our intervention lessons (3ppf) which replace a second modern foreign language in year 8. The remaining students were assessed using the scheme but were already reading at a higher level, and so were supported by English teachers. Their PR5 data indicates that four were achieving 'Developing' grades in their end-of-year reports, and two were 'Secure', and so were making rapid progress in comparison with their peers.

We will continue to deliver English and humanities subjects in a 'primary class' type environment to a small group of year 7 students in our 7 Stars programme whose literacy is significantly delayed. They are taught by a primary school teacher with many years' experience, who helps them rapidly accelerate their comprehension and writing skills, and provides a bridge between primary and secondary education. Because of the particularly high needs of the group this year, our 7 Stars teacher has been joined this year by an additional teaching assistant to support the group. Our GCSE results for the last cohort of students who went through 7 Stars when they were in year 7 showed outstanding P8 scores for this group, with all but two achieving high positive scores.

We have now been using the Read Write Inc FreshStart programme for two years, with excellent results in terms of reading improvement and phonics decoding ability. The staff from the English faculty who were trained alongside our HLTAs who deliver the programme learnt new skills in vocabulary teaching and were able to use these in their English interventions for year 8 and 9 groups. This approach is being disseminated throughout the English faculty.

A new HLTA was appointed in September 2018 to run maths interventions. This gave us more capacity to fine tune our maths intervention so that they were better at identifying the gaps in students' knowledge and moving them on quickly in these areas so that they make rapid progress in maths. The HLTA also communicated with the main maths teachers about the gaps in knowledge, enabling them to offer more seamless support for that student and their difficulties.

Next steps

We anticipate that the funding for 2019/20 will be similar to that received in the last financial year. In order to improve the progress in literacy and numeracy further, the following actions will be taken from September 2017:

- Continue to fund additional TA input to the 7 Stars classes.
- We are investigating how to 'fill the gap' between phonics and reading comprehension, which is the area that students continue to struggle with even when they have mastered their decoding of text. This will likely be through a combination of subject-based vocabulary and comprehension exercises, and through targeted intervention.
- The transition between 7 Stars and mainstream lessons can be a barrier to the continued engagement and success of students who have made good progress in the smaller setting of 7 Stars. We will be working to smooth this transition through improved training of teaching staff and continued emotional support from the 7 Stars teacher when the students are in year 8.
- Maths HLTA will continue to develop knowledge of dyscalculia and strategies to support students with profound difficulties in numeracy.
- Tracking and monitoring of students' progress in maths has improved dramatically this year, and we will continue to reflect on best methods of identifying student needs precisely so that targeted support can be given.

MHs

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