

THE CHERWELL SCHOOL

USE OF YEAR 7 CATCH UP FUNDING IN 2019/20

The Cherwell School was allocated £15,384 for the academic year September 2019 to August 2020. This money was used to support 20 year 7 students who joined the school not having achieved the 'expected standard' in reading and 39 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.

Although interventions were stopped during lockdown, support continued to be given remotely through phone calls with TAs and pastoral staff. Many students returned to school during the summer term as part of the 'vulnerable students' group.

Cohort details

Overall cohort	Below expected standard in maths	Below expected standard in reading
285	39	20

Expenditure summary	Estimated cost
Reading intervention	£2,680
Five 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. 39 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
Three 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	£2,224
The CST works with Y7 students who have joined the school with significantly delayed literacy. This is called our 7Stars programme and 16 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
Two 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 usual reporting of progress was suspended last year due to the lockdown, and it was difficult to assess the level of engagement and access to work for these students, other than anecdotally through their key workers.

In reading, at the start of the year 5 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 had improved their reading, with significantly improved phonics decoding and reading speed, by the time of the school closure. They were also part of the 7 Stars cohort, who received small-group teaching in History, Geography and RS in order to improve their literacy. Eleven additional students had were also part of this group but had English also taught by the 7 Stars teacher; their decoding skills meant they would not benefit from the Read Write programme, but they had weak skills in reading comprehension. All 16 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 5 students on the Read Write programme will continue to receive this intervention 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.

In September 2019 the KS2 SAT mathematic scores, a baseline test taken by students without an SAT score, class observations and consultation with the mainstream maths teachers were used to identify 47 students in year 7 who would benefit from additional support in mathematics. These students either had demonstrated an area of persistent weakness or misunderstanding from the KS2 syllabus or were struggling to engage with their mainstream lessons due to cognitive overload.

The year 7 students all had a one hour intervention lessons once a week in one of twelve intervention groups. Those students with very specific areas of misunderstanding who required explicit re-teaching of KS2 topics were grouped together. Other groups consisted of students who benefitted from careful pre-teaching to prepare them for their mainstream classes so that they would not experience cognitive overload in class but be able to engage with the whole lesson and improve confidence and performance.

The progress of these students in year 8 is being monitored by classroom observations and close consultation with their mainstream maths teachers. Once the tests at the end of term one have been

analysed over half term, maths interventions will be organised for students continuing to need catch-up support.

Next steps

We anticipate that the funding for 2020/21 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 2020:

- A second 7 Stars teacher has been appointed part time to add capacity to this intervention. She works alongside the main 7 Stars teacher, covering History and Geography, and brings an expertise in Science to support further developments in teaching key vocabulary and concepts.
- Reading comprehension intervention for year 7 students whose phonics is secure but whose reading continues to be weak – this happens during the extended registration time and is delivered by the 7 Stars teacher. The intervention aims to pre-teach elements of the English curriculum so that these students are better equipped to engage with the learning in the mainstream English lessons.
- Continued Read Write intervention for those who did not complete it due to the lockdown.
- Continue to develop tracking and monitoring systems for interventions.

MHs

Oct 2020