

THE CHERWELL SCHOOL

USE OF YEAR 7 CATCH UP FUNDING IN 2015/16

The Cherwell School was allocated £15,000 for the academic year September 2015 to August 2016. This money was used to support 45 year 7 students who joined the school having achieved NC L4C or below in English and/or Maths. The purpose is to ensure they catch up with their peers who achieved above NC L4C. 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.

Expenditure summary	Estimated cost
Accelerated reader	£3000
Levelled reading books to enable access and progression in reading – assesses comprehension – 1 library session per fortnight for all 45 students	
Easyread intervention	£1000
Three students from this group took part in the Easyread intervention (guided phonetic reading programme). This intervention is delivered in school for 15 minutes every day.	
Proportion of additional teacher in Maths	£2500
There are additional periods of maths each fortnight in the timetable to provide support to students who have low maths levels. Twenty-eight students in this group participated 1ppf.	
Small group in Maths	£5000
Lowest maths set targeting students working at very low levels in maths – eight students were in these groups 7ppf	
Proportion of EAL support teacher	£500
2 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	£8000
The CST works with Y7 students who have joined the school with literacy or numeracy levels below 4C. This is called our 7Stars programme and 6 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	£1000
Four students from this group had base support including 1:1 sessions and mentoring, academic support, and organisational support.	
Total expenditure	£2100

Analysis of progress

Our reporting system has four levels: Emerging, Developing, Secure and Working beyond. For these students arriving with very low levels in either English or Maths, or both, we have considered effective progress to be a judgement of 'Developing'.

By this measure, **87% of students with NC L4C or below in English** were at least in the Developing category in all three areas (Reading, Writing and Speaking & Listening), while **53% of these were already in the Secure category** in at least one aspect, showing rapid progress .

In maths, **87% of students of students entering at NCL4C or below are making expected progress according to their percentage grades in end of year assessments**. Here we have taken percentage grades into account and have 'expected' students to achieve at least 55% in their class test to make expected progress throughout the year. A small group of students will continue to need extra interventions in maths in year 8.

The maths and English interventions that we have run have therefore been effective in beginning to catch most students up to expected levels. These students will continue to need targeted support from their classroom teachers throughout years 8 and 9 to maintain this progress.

Next steps 2016-17

- To further support attainment in English in year 8 students, **small groups are being taught extra English for three periods per fortnight by specialist English teachers**. This supports the curriculum that they are being taught in mainstream classes.
- We have improved our identification of students with low levels in English and/or maths in KS3, **introducing the Lucid assessment program** which gives us information on students' reading, writing speed and cognition. We are also carrying out assessments using **FFT "proof of progress"** . These, together with the KS2 scores, will enable us to prioritise the right interventions to the right students and increase the rate of progress for these students.
- We are developing our suite of interventions further to include another level of reading recovery for those with reading ages 8-10 years to build on the decoding strategies they have learnt via Easyread. **This is the 'Read, Write, Inc' package.**
- In addition, we will relaunch the Accelerated reader programme to encourage enjoyment of reading for students with reading ages >10 years.
- Students will be re-tested at the end of the year and progress carefully monitored at PR points. Action will be taken if students are not making progress or benefiting from interventions.
- A system for disseminating information about the progress of students who have had interventions in English and/or maths is being developed to ensure that classroom teachers use this information to inform their target-setting and teaching for individual students.