

THE CHERWELL SCHOOL

USE OF YEAR 7 CATCH UP FUNDING IN 2016/17

The Cherwell School was allocated £14,835 for the academic year September 2016 to August 2017. This money was used to support 29 year 7 students who joined the school not having achieved the 'expected standard' in reading and/or 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 reading or maths levels of 91 or below 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

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| Overall cohort | Below expected standard in maths | Below expected standard in reading |
| 270 | 19 | 15 |

| Expenditure summary | Estimated cost |
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| Accelerated reader | £850 |
| Levelled reading books to enable access and progression in reading – assesses comprehension – 1 library session per fortnight for all 29 students | |
| Reading intervention | £3085 |
| Thirteen students from this group took part in the PixL Code reading intervention (guided phonetic reading programme) 3 lessons/week. Two students took part in the PixL Code intervention once per week. | |
| Proportion of additional teacher in Maths | £1800 |
| There are additional periods of maths each fortnight in the timetable to provide support to students who have low maths levels. Eleven students in this group participated 1ppf. | |
| Small group in Maths | £2800 |
| Lowest maths set targeting students working at very low levels in maths – five students were in these groups 7ppf | |
| Proportion of EAL support teacher | £550 |
| One student 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 | £5,000 |
| 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 | |

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| 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 | £750 |
| Three students from this group had base support including 1:1 sessions and mentoring, academic support, and organisational support. | |
| Total expenditure | £14,835 |

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 14 students with standardised scores of 91 or lower, 6 achieved 'Developing' by the end of the year. All of the remaining 8 made progress within their 'Emerging' band and continue to receive maths intervention support in year 8.

In reading, students attending intervention lessons to accelerate their reading were assessed according to their word recognition scores. By this measure, of the 15 students with standardised scores of 91 or lower, eight students made rapid progress with their reading and caught up with their peers, and four made significant progress. The remaining three students made slower progress as a result of their learning difficulties, and we continue to work with all those students who were not reading at an age-appropriate level as they continue through year 8.