

THE CHERWELL SCHOOL

USE OF YEAR 7 CATCH UP FUNDING IN 2017/18

The Cherwell School was allocated £15,659 for the academic year September 2017 to August 2018. This money was used to support 27 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 93 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

Overall cohort	Below expected standard in maths	Below expected standard in reading
285	21	26

Expenditure summary	Estimated cost
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	£1439
Thirteen 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	£670
There are additional periods of maths each fortnight in the timetable to provide support to students who have low maths levels. Five students in this group participated 2ppf.	
Small group in Maths	£5140
Lowest maths set targeting students working at very low levels in maths – 16 students were in these groups 7ppf	
Proportion of EAL support teacher	£1100
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	£6200
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
Four students from this group had base support including 1:1 sessions and mentoring, academic support, after-school homework and organisational support.	
Total expenditure	£15,659

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 21 students with standardised scores of 93 or lower for maths, 11 achieved 'Developing' by the end of the year. All of the remaining 10 students made progress within their 'Emerging' band, and continue to receive maths intervention support in year 8 since they have not caught up with their peers.

In reading, thirteen 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 three completed the scheme with significantly improved phonics decoding and reading speed. The remaining three improved their word recognition and reading speeds but all three had significant other issues with processing speeds and working memory (one was also dealing with anxiety connected to autism) and so worked through the course at a much slower rate and did not complete it. All thirteen of these students continue to receive extra help in English in our intervention lessons (3ppf) which replace a second modern foreign language. 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 all 13 were achieving 'Developing' grades in their end-of-year reports, and so were making rapid progress in comparison with their peers.

Next steps

We anticipate that the funding for 2018/19 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 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 will be joined by an additional teaching assistant to support the group.
- We have now been using the Read Write Inc FreshStart programme for a year, with excellent results in terms of reading improvement and phonics decoding ability. This year, two more staff will be trained in using the programme so that the techniques can be used to support students in English lessons as well as in the interventions themselves.
- We will continue to deliver the Read Write Inc programme to small groups of students in year 7 who arrive with reading ages significantly lower than their chronological age. The students will

do the intervention instead of their usual English lesson, enabling us to continue to have a considerable amount of time with them. This has proven to be a very effective way of improving their reading.

- A new HLTA has been appointed to run maths interventions. This will give us more capacity to fine tune our maths intervention so that they are 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 will also communicate with the main maths teachers about the gaps in knowledge, enabling them to offer more seamless support for that student and their difficulties.

MHs

Sept 2018