

Year 7 Literacy Catch-Up Funding Report – May 2016.

By the end of this year, 22 students will have received 1:1 and group work support in their Literacy. The data that we have gathered from Autumn and Spring cohorts is very positive in terms of her impact on both a qualitative and quantitative level.

Autumn cohort

- Clear evidence of improvement in the Autumn cohort's English work over time (see folder).
- 67 % of students who sat SPAG retest increased their grades
- Average number of words read by students as part of AR in Year 7 catch-up is 16,979. This comprises the books they read in their own class as well as books read during their weekly 1 hour intervention session.
- Work on bespoke spelling improvements have shown increases in all 12 students' spelling abilities
- 10/11 students achieving E1 and 11/11 an E1 or E2 in PS 1
- 9/11 students achieving E1 and 11/11 an E1 or E2 in PS 2
- 8/11 students achieving E1 and 11/11 an E1 or E2 in PS 3 (one has left the school)
- 64% pass rate of AR quizzes
- 8/11 students are predicted to meet or exceed expected progress expectations by end of KS3

Spring cohort

- 9/10 students improved their SPAG grade. 1 student remained the same
- 9/10 student improved in their spelling age. 1 student reduced.
- From 10 students, bespoke spellings improved by an average of 78% (highest 100%; lowest 23%)
- 9/10 students improved in their reading ages from Spring 1 to Summer 1
- 10/10 students achieved at least an E2 in English at Praising Stars 5
- Very positive feedback from student voice questionnaires

Overall for both cohorts

- 13/21 students in Autumn and Spring cohorts are currently on an E1 and 6/21 are E2 for their effort grades at PS5 (90% are therefore E1/E2) indicating high levels of motivation and effort despite their significant difficulties with Literacy 2/21 are E3 at PS5.
- 16 out of 21 students (76%) have therefore caught up and are on target to make expected progress in year 11. The final assessment will take place at Praising Stars 6 in late June 2016.
- Positive feedback from student voice and parent voice questionnaires.
- Students read well as evidenced by IRIS recordings of both cohorts.

Note: One student from the Autumn Cohort has left the school and one from the Spring cohort is now receiving more intensive 1:1 support on a separate programme.

The specialist catch-up teacher has been central to the success of these students. She has devised a personalised programme of tutoring for each child through building up a detailed understanding of each students' Literacy needs. She possesses crucial primary teaching experience that is required for this role and it has clear impact on both a qualitative and quantitative level.

The specialist catch-up teacher also impacts upon these students on a pastoral level. Many are very vulnerable individuals and she takes great care to get to know each child and nurture them carefully through their Literacy intervention. She is highly flexible, working as an in-class TA; 1:1 at lunch and break; in groups after school, and providing a break-time 'drop-in' for many students who like to discuss reading, other learning matters, or just for a chat.

It is important to note that the specialist catch-up teacher goes above and beyond in her role. She works over her allotted hours so as to ensure that she has maximum impact and has recently presented at the Scalby Teach Meet.