



## Year 7 Literacy Catch up 2019-20

### Background

There are 68 out of 235 students in year 7 who scored a scaled KS2 score of less than 100 in reading, representing 29% of the total year 7 cohort. All of the strategies described are aimed at accelerating the progress of these pupils so that attainment at the end of year 7 will be more closely aligned to their peers. Evidence of impact will be measured mainly through termly tracking data, together with other measures outlined. The percentage of the cohort on track to attain grade 4 will be determined at the end of year 7 and tracked through years 8 and 9. Of these 68 pupils in the Literacy catch up cohort, 31 are also in the Numeracy catch up cohort, representing 46% of the Literacy catch up cohort.

KS2 < 100

**68 pupil out of 235 representing 29% of the cohort**

### Profile

Catch up cohort	Number	Percentage of total cohort
Number in cohort	68	
<b>Gender</b>		
F	22	32%
M	46	68%
<b>Disadvantaged</b>		
DA	29	43%
Non DA	39	57%
<b>Specific needs</b>		
SENK	25	36%
SENE	1	1%
<b>MIDYIS Maths band</b>		
MIDYIS MA BAND D		
MIDYIS MA BAND C		
MIDYIS MA BAND B		
MIDYIS MA BAND A		
MIDYIS MA BAND No data		
<b>KS2 Band</b>		
LA	37	54%
MA	31	46%
HA	0	0%

### Pupils by group

Group	English Teacher	Reading for Pleasure Teacher	Number of pupils
7M2	AHA/AWA	PNG	2
7M3	AHA/AWA	TGA	16
7A1	AHA	RVA	23
7A2	AHA/AWA/CFR	AHA	14
7A3	AWA	AWA	13

Total 68

Strategy	Actions	Academy Development Plan Link	EEF Toolkit Reference	Cost	Lead	Measuring Impact
Ability grouping from the start of term, based on assessment data.	Arts sets will be based on KS2 Reading data and MIDYIS, using TMET (RMA) target setting policy. All groups will be taught the same curriculum map, but it will be adapted by the Curriculum Leader to ensure it is appropriate for Catch-up pupils so as it has an embedded focus on catching up key reading and writing skills. The same challenging texts will be studied, but careful choices will be made to suit their needs (i.e. quantity of poems studied/depth of book/reading ages). This also means that Catch-up pupils benefit from reduced class sizes and hence additional teacher support in lessons.	QE9: assessment	Setting or streaming (-1 month)	-	THA	<ul style="list-style-type: none"> <li>Lesson observations of the Catch-up classes.</li> <li>Book trawls and work sampling.</li> <li>Assessment data analysis shows proportion of Catch-up pupils achieving grade 4+.</li> </ul>
Use support staff effectively to assist and intervene with LPA pupils.	Teaching Assistant (BSH) support will be in 7A/En3 lessons. BSH also brings strategies from a primary background, so as to help these pupils catch-up. MRU will also plan and resource an intervention programme for our Catch-up pupils, led by the Inclusion Team. This will be on a withdrawal basis, with identified pupils have bespoke and personalised interventions e.g. spelling, handwriting etc.	QE15: SEND	Teaching assistants (+1 month)  Small group tuition (+4 months)	-	MRU	<ul style="list-style-type: none"> <li>Observations of intervention sessions.</li> <li>Book trawls and work sampling.</li> <li>Assessment data analysis shows proportion of Catch-up pupils achieving grade 4+.</li> </ul>
Reading for Pleasure lessons	All classes to have one Reading for Pleasure lesson per week as part of their timetable. This is planned by the Curriculum Leader for English, and the way it is instructed is relayed by the Curriculum Leader for English also. All pupils therefore are directed to read widely and build their vocabulary.	QE11: reading	Reading comprehension strategies (+6 months)	£1,760	AHA	<ul style="list-style-type: none"> <li>Lesson observations of the Catch-up classes.</li> <li>Effort grades of Catch-up pupils in Reading for Pleasure lessons.</li> <li>Assessment data analysis shows proportion of Catch-up pupils achieving grade 4+.</li> </ul>
Grammar lessons	All classes to have one Grammar lesson per week, as part of their English curriculum. This is planned by	QE1: KS3 curriculum	<i>No direct reference</i>	£325	AHA	<ul style="list-style-type: none"> <li>Lesson observations of the Catch-up classes.</li> </ul>

	the Curriculum Leader for English, and the way it is instructed is relayed by the Curriculum Leader for English also. This is linked in terms of content to the English curriculum. All pupils explicitly taught to improve their grammar.					<ul style="list-style-type: none"> <li>• Effort grades of Catch-up pupils in Grammar lessons.</li> <li>• Assessment data analysis shows proportion of Catch-up pupils achieving grade 4+.</li> </ul>
DEAR in tutor time	Drop Everything and Read to be embedded in tutor time so as pupils read widely/often. Pupils to read their books they have borrowed from the library, as supported by our librarian.	QE11: reading	Reading comprehension strategies (+6 months)	£400	THA/BHA	<ul style="list-style-type: none"> <li>• Learning walks of Tutor Time.</li> <li>• Borrowing rates from the library of Catch-up pupils.</li> <li>• Assessment data analysis shows proportion of Catch-up pupils achieving grade 4+.</li> </ul>
Direct Instruction intervention programme	To ensure all pupils are able to decode and to accelerate the progress of those pupils who have not learnt to read to the requisite standard needed to access the curriculum fully.	QE15: SEND	Phonics (+4 months)  Reading comprehension strategies (+6 months)	£1,500	MRU	<ul style="list-style-type: none"> <li>• Lesson observations of the Direct Instruction classes.</li> <li>• Outcomes of Direct Instruction intervention programme.</li> <li>• Effort grades of Catch-up pupils in Direct Instruction lessons.</li> <li>• Assessment data analysis shows proportion of Catch-up pupils achieving grade 4+.</li> </ul>
Reading Ambassadors	Catch-up pupils are encouraged to become Reading Ambassadors as part of Castle Character Time, so as they see the value in reading. Reading Ambassadors will also promote reading across the academy, to the benefit of Catch-up pupils.	QE11: reading	<i>No direct reference</i>	£50	BHA	<ul style="list-style-type: none"> <li>• Borrowing rates from the library of Catch-up pupils.</li> <li>• Proportion of Reading Ambassadors who are Catch-up pupils.</li> </ul>
Homework Club	Targeted support of Homework Club to identified catch-up pupils, so as they complete English, Grammar and Reading for Pleasure homework with staff support.	QE12: homework and prep	Homework (Secondary) (+5 months)	-	MRU	<ul style="list-style-type: none"> <li>• English homework completion rates of Catch-up pupils.</li> </ul>
Prep	Catch-up pupils to be given the opportunity to complete English, Grammar and Reading for Pleasure homework with staff support or to have an additional DEAR session.	QE12: homework and prep	Homework (Secondary) (+5 months)	-	THA	<ul style="list-style-type: none"> <li>• English homework completion rates of Catch-up pupils.</li> </ul>

Word of the week	Pupils are introduced to a new word each week, in order to develop their tier 2 vocabulary. Pupils look at the word being used in different contexts before practising saying the word and then completing a mastery quiz.	QE5: oracy	<i>No direct reference</i>	-	AHA	<ul style="list-style-type: none"> <li>Assessment data analysis shows proportion of Catch-up pupils achieving grade 4+.</li> </ul>
NTE support (Additional English lessons)	Immerse NTE pupils into lessons for high quality teaching. All teachers to be aware of NTE students in their classes. Inclusion team, led by BPA, will have targeted 'Additional English lessons' will work on supporting staff with information on pupils and best strategies to use.	QE16: NTE	Phonics (+4 months)  Reading comprehension strategies (+6 months)  Small group tuition (+4 months)	£1,000	BPA	<ul style="list-style-type: none"> <li>Observations of intervention sessions.</li> <li>Outcomes of Additional English lessons.</li> </ul>
Literacy strategy	Teachers to insist on pupils speaking in full sentences at all times, and to role model this themselves. Teachers to promote the use of academic vocabulary and formal register in all lessons, and to role model this themselves. Teachers to challenge non-Standard English and encourage pupils to rephrase answers to ensure that they ' <i>speak like scholars</i> ' (using this phraseology to promote high standards and the value of scholarship). Teachers to receive professional learning linked to oracy.	QE5: oracy	Oral language interventions (+5 months)	-	CFR	
Diagnostic screening for dyslexia	Use GL assessments and subsequent Dyslexia Screener tests to ensure we have a detailed understanding of strengths and areas for development for Catch-up pupils.	QE15: SEND	<i>No direct reference</i>	£3,840	MRU	<ul style="list-style-type: none"> <li>Correct screening of pupils for Dyslexia, so as support can be put in place.</li> </ul>
Library books	Ensure the library holds appropriate reading materials and a quiet reading space for Catch-up	QE11: reading	Reading comprehension	£4,500	BHA	<ul style="list-style-type: none"> <li>Borrowing rates from the library of Catch-up pupils.</li> </ul>

	and NTE pupils. Provide dual-language books, dictionaries and age appropriate, low reading age books.		strategies (+6 months)			<ul style="list-style-type: none"> <li>Assessment data analysis shows proportion of Catch-up pupils achieving grade 4+.</li> </ul>
PL for staff	Teacher and Teaching Assistants to gain expertise in supporting Catch-up pupils. This will be used for Direct Instruction training and ongoing support as well as individual CPD that is pertinent to the needs of these pupils.	LM5: CPD	<i>No direct reference</i>	£3,000	CFR	<ul style="list-style-type: none"> <li>Lesson observations of the Catch-up classes.</li> <li>Book trawls and work sampling.</li> <li>Assessment data analysis shows proportion of Catch-up pupils achieving grade 4+.</li> </ul>

### Appendix 1: Education Endowment Foundation (EEF) – Pupil Premium Toolkit

The Sutton Trust EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

The Toolkit currently covers 30 topics each summarised in terms of their average impact on the attainment, the strength of the evidence supporting them and their cost.

The EEF Toolkit can be found [here](#).