



THAMESVIEW SCHOOL

YEAR 7 CATCH-UP FUNDING REPORT 2017-2018

1. What is the Year 7 Catch-Up Premium?

The Year 7 Catch-Up Premium is a stream of funding that a school receives in addition to core funding. The Literacy and Numeracy catch-up premium give schools additional funding to support Year 7 pupils who did not achieve at least a scaled score of 100 in Reading and / or Maths at the end of Key Stage 2. Schools receive an additional £500 for each student in their Yr7 intake who fulfil this criteria.

2. How much does the school get?

For the academic year 2017 - 2018, the allocation for Thamesview School was £27,674 based on 55 students.

2017 – 2018 Focus

- Closing the attainment gap for students that arrived at Thamesview School with literacy and numeracy KS2 scores that are below national averages.
- The money was used to provide additional staffing and resources that enabled students to access a curriculum and additional programmes that are bespoke and shaped for their literacy and numeracy needs. This included a Literacy Co-ordinator and a Numeracy Co-ordinator with a specific focus on Year 7 Catch-up.

Year 7 Catch-Up Spending 2017-2018

| Initiative | Cost | Description |
|-------------------------------------|--------|--|
| Maths Tutor | £1,876 | 24 students were targeted for maths intervention sessions with an experienced Maths tutor. |
| Literacy and Numeracy Co-ordinators | £5,678 | |
| Read, Write, Inc. programme | £4,350 | 4 members of staff trained to deliver and implement the intervention programme. |
| Library inc Accelerated Reader | £5,019 | Accelerated Reader used to support a variety of Literacy interventions for targeted students – see full report for outcomes. |

ACCELERATED READER – OUTLINE OF PROGRAMME:

Subscription (including 40 full licences)

- Subscription allows access to Star tests, which are used to measure reading progress in KS3 by both the library as well as the SEN department
- Subscription allows access to quizzes for each student, as well as individual student accounts, which students use to find books and measure their own progress

165 Full Subscriptions for year 7

- 1 hour library lesson each week
- Changes were made to the reading homework to encourage more active reading outside of school, and make greater use of features provided as part of our subscription. Also allows us to save money on printing
- Students who the programme identified as not meeting a minimum standard of reading, attended a 1 hour weekly reading intervention after school, until the standard was met
- In Terms 1, 3 and 5 non uniform days were awarded to students whose community had the most 100% quiz results
- In terms 2, 4 and 6 the community with the most students who had reached their target won a pizza party, paid for and hosted by the library (funded through Year 7 Catch-Up funding)
- Students who achieved 100% on a quiz got their name posted in the library for each individual success in order to build confidence and morale.
- Students who read half a million words were celebrated with a display, certificate and MyStickers. Students who read a million words or more got the additional reward of an invitation to Awards Evening and a Millionaire's trophy.

AR was also used to inform a wider Reading Intervention programme, incorporating other intervention programmes and strategies:

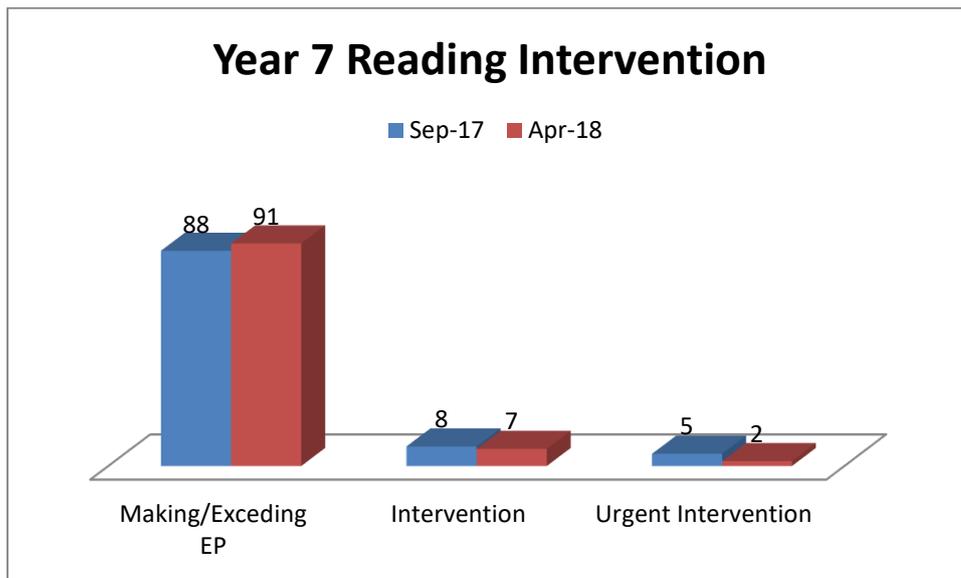
Reports produced by AR allowed us to identify which students needed which level of support:

- **Urgent intervention** (Functionally illiterate students) Read, Write Inc.
- **Intervention** (low level readers): Reciprocal Reading and U3A
- **On Watch** (students at risk of falling below standard): Peer Based Reading
- **At/Above** (students at or above their reading age): Millionaires club, Book Club, Top Class and peer Based reading

Literacy Impact Report 2017-2018

This academic year, I have sought to build on the excellent progress in Literacy made in 2016-2017, through further engagement in reading at KS3, increased interventions for KS3 readers, embedding literacy across all curriculums and educating staff on what Whole School Literacy entails. The following will explore the successes, challenges and future plans of Whole School Literacy at TVS.

KS3 reading Achievements



**All data is in percentages*

Year 7 Students Making/Exceeding Expected Progress increased by 3% between September 2017 and April 2018, with Urgent Intervention (students who are functionally illiterate) decreasing by 3%.

Master Classes

A major achievement for the Accelerated Reader programme has been the successful award of Master class for two year 7 groups. To be awarded Master Class status, a class must demonstrate a minimum of 25 minutes of engaged reading daily, 90% or more of students need to have 85% or higher average percent correct on Reading quizzes and 80% of points earned are as a result of independent reading practice. Students involved have all received a certificate to mark their achievement, as well as a pin from Accelerated Reader. This has motivated students to improve their reading as a class team.

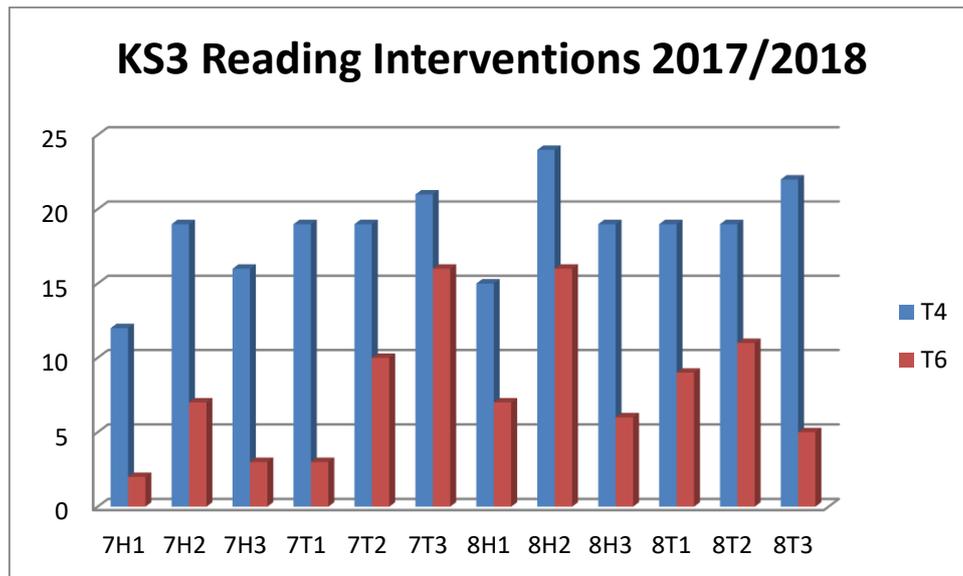
Changes to Year 7 Reading

To help further improve active reading in KS3, a Year 7 reading Intervention has been running weekly, in addition to 2 hours of reading in the library a fortnight. Students who have failed to demonstrate 20 minutes of active reading will receive a mandatory Reading Intervention, resulting in a 60 minute reading session after school. These sessions are run by English staff twice a week. The 20 minutes of active reading is measured using the Accelerated Reader software, which calculates active reading time, using students reading ages, reading speed and success in Reading quizzes.

In reading Interventions, students are provided with unlimited books at a variety of levels, and laptops to quiz on books. Students are also permitted 2-3 'Week of Grace' following their T1, T3 and T5 reading tests, whereby they can build up their reading and quizzing, before Reading Interventions are implemented.

Students who fail to attend Reading Interventions receive a detention which links into the Whole School Behavior Policy. To date, only one student has been booked in to IR after missing Reading Interventions, and 3 detentions, including a Department Detention.

KS3 Reading Interventions

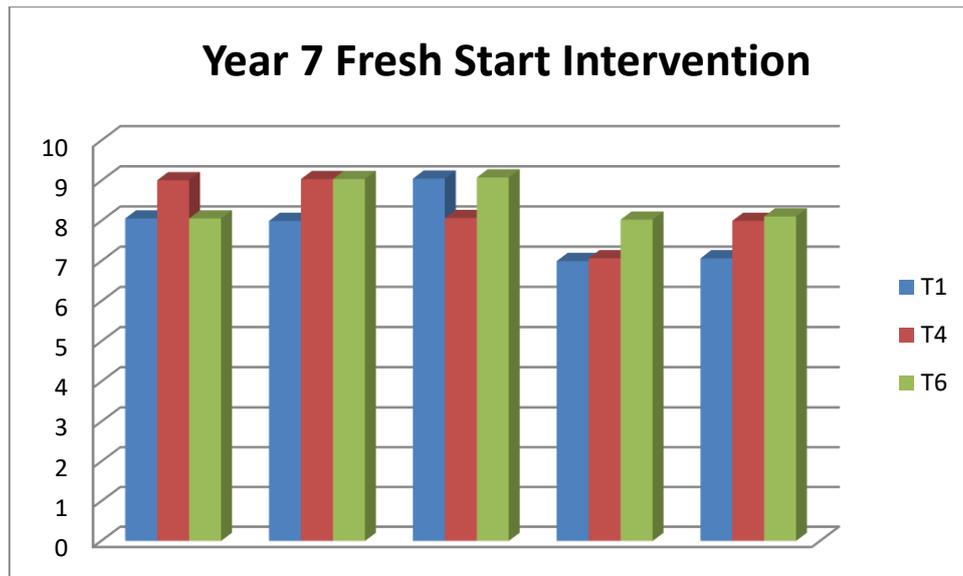


The above chart shows a significant decrease in attendance of Reading Interventions, demonstrating that the implementation of Interventions has successfully increased the amount of KS3 students engaged in Active Reading. Term 6 attendance is a direct result of student NOT needing to attend, because they have achieved the 20 minutes active reading target.

Year 7 Literacy Interventions

On average, 10-11% of each incoming year group is functionally illiterate (reading age of 9 year and 6 month or lower). As a result, in January 2018, Read, Write, Inc. was introduced using the Fresh Start programme. Fresh Start is designed to fill the gaps in a student's understanding of basic phonics. The 33 week programme focuses on reading and understanding letter combination sounds, reading, writing, and spelling.

In April 2018, this programme was implemented for the first time with 8 students who were identified as functionally illiterate. Despite still being very early in the intervention, Reading Comprehension tests completed at the start of Term 6 showed very positive result.



The above table outlines the Reading progress of 4 Fresh Start participants.

Further Interventions

Peer/Independent Reading

The Librarian has continued to run the Peer/Independent reading programme. This programme runs during form time in the school canteen, and targets students who struggle to stay on top of their personal reading. As a result, students complete a minimum of 20 minutes of active reading daily, which allows them to meet their active reading target and avoid Interventions after school.

Book Club

Book club continues to be popular with high and mid-range achieving readers in years 7-9. The Librarian selects new and interesting Young Adult fiction which students read on their own time, and meet on Mondays during form to discuss. The Librarian tackles important and sensitive subject matter in an engaging way through her book selections.

Looking Forward (2018 – 2019)

For the 2018-2019 academic year, we will work towards the following goals:

- Conduct 1-2 Literacy learning walks each term to gain a better understanding of what Literacy looks like in a variety of subjects (Year 7 Catch Up Funding)
- ALL teaching staff achieve secure/embedded for literacy in all Wave observations, may involve bespoke CPD sessions
- CPD with LSA's on how they can further support literacy in all classrooms
- With Literacy Team, facilitate a 'No writing' day, designed to encourage staff and students to focus on their Speaking and Listening for a day
- Arrange for an author to visit TVS and work with Fresh Start students in a writing workshop (Year 7 Catch Up Funding)

- Review and improve MRIF reading on Monday's across the school
- Invite a trainer from somewhere such as Jack Petchy Speak Out to run a workshop on speaking and listening with low level students (Year 7 Catch Up Funding)
- Update Fresh Start resources (Year 7 Catch Up Funding)
- Engage 6th form reading buddies (Year 7 Catch Up Funding)

Impact Report 2017-2018 MATHS

Three main strategies were used to improve the numeracy level of pupils.

1. A Maths tutor was employed for a three week period to work with 24 pupils who narrowly missed their 100 score at primary (99-97). Their Rag sheets from their most recent assessments were analysed to pick topics they did not perform well in and they were grouped accordingly. They had 2 hours a week, focusing on 1 topic per week. Of the 16 students who had trackable data 16 mad progress in at least 1 area. (figure 1)
2. A CPD course on Bar modelling was used to develop understanding of this method, so that pupils who relied on it from KS2 could be supported with this. The session was attended; the maths department was then trained on this on 2 different CPD sessions. This was then used in lessons throughout the department for the ratio topic and evidenced through pupils books and exams. 100% of the department used and taught this method.
3. Form sessions were also re structured. Core numeracy knowledge was the focus of these sessions. Surveys were taken of the students beforehand to look at the areas for improvement. Through SLT monitoring of these sessions feedback was then taken to ensure the success of the sessions and the participation of them. (Figure 2). These figures show From term 4 to term 5 7% more staff were using the resource provided (93%-100%) and 4% more pupils found the resource appropriate (96%-100%).

| | Term 4 | | | Term 5 | | |
|---|--------|------|-----|--------|------|-----|
| | yes | no | | yes | no | |
| Is the teacher delivering the resource? | 97% | 3% | | 100% | 0% | |
| How many pupils are engaging with the task | All | Most | Few | all | most | few |
| | 68% | 32% | 0% | 44% | 56% | 0% |
| Ask 1 pupil...Are the numeracy tasks appropriate? | 96% | 4% | | 100% | 0% | |

Pre Numeracy in form restructuring.

| | Often | Sometimes | Never |
|--|-------|-----------|-------|
| How regularly do you do numeracy in form? | 25% | 37% | 38% |
| Do the form time numeracy sessions challenge you? | 15% | 45% | 40% |
| Do your form time numeracy sessions help with your performance in maths? | yes | no | |
| | 40% | 60% | |

Proposed Initiatives for 2018 - 2019

| Initiative | Cost | Description |
|---|-------------|---|
| Employment of Numeracy Support Assistant for Year 7 Maths intervention sessions for students with a KS2 scaled score of less than 100 | £13,000 | Identified students will receive intervention sessions based on individual needs. Intervention sessions will follow a tailored intervention programme as set up by the Numeracy Co-ordinator. |
| Employment of Literacy Support Assistant for Year 7 Reading intervention sessions for students with a KS2 scaled score of less than 100 | £13,000 | Identified students will receive intervention sessions based on individual needs. Intervention sessions will follow a tailored intervention programme as set up by the Literacy Co-ordinator. |
| Library inc Accelerated Reader | £5,500 | Accelerated Reader used to support a variety of Literacy interventions for targeted students. |
| Further development of Read, Write, Inc. Literacy Intervention Programme and resources | £3,500 | Specific catch-up intervention for low attaining readers at the transition phase from Primary to Secondary School. |