

English and Maths Catch Up Premium report Oct 2019:

In 2018/19 Sandbach School received £20,774.

Effective use of funding to support catch-up included:

- Individual tuition in addition to classroom teaching
- Intensive small-group tuition
- Purchasing external services and materials to add to those provided by the school, for example tutor services or proven computer based learning or online support
- Summer or holiday schools to deliver intensive catch-up over a short period.

English interventions and impacts

During the 2018 – 2019 academic year the following strategies were deployed:

- KS2 Reading level 3.7- 4.3 – LSA support / Y12 reading buddies program
- Accelerated Reader: KS2 Level 3 and below – withdrawal for intensive support with specialist Learning Support staff.
- Creation of English class led by HLTA to address Literacy.
- Form time literacy sessions once a week, with specialist resources aimed at improving pupils' basic literacy levels.

Impact:

- Of the 23 students who came in with a scaled score of 95 or below for reading, 82% made good or better progress by Review 3.
- Accelerated Reader – pupils improved their Reading Ages by +12 months on average. Pupils' average scaled score improved by +30. With few exceptions, the majority of pupils' reading levels showed improvement over the data period. In some cases there was a + 3 year improvement in reading ages. All data suggests that the curriculum is supporting and developing pupils' reading improvement alongside AR.
- Form time literacy sessions – Of the students selected for the booster sessions, 100% of these pupils improved their overall reading level, suggesting significant gains can be made using this strategy.
- Selected individuals attended small-group writing clinics during some of their English lessons. Class teachers reported that pupils improved in confidence after their intervention sessions and were able to apply some of the writing skills learnt (namely, sentence control, variety and engagement).

For the academic year 2019/20, we will be carrying out the following interventions:

- Accelerated Reader. (overseen by the Whole School Literacy Specialists)
- Form time literacy sessions once a week, with specialist resources aimed at improving pupils' basic literacy levels.
- Intensive support from specialist Learning Support staff.
- SPaG intervention for targeted pupils.

- Spellzone programme for targeted pupils in KS3 coordinated by the Whole School Literacy Specialists.
- Fresh Start programme for targeted pupils in KS3 that are extracted from MFL and given curriculum time by the Whole School Literacy Specialists.

Maths interventions and impacts

During 2018 – 2019 academic year we put the following interventions in place:

- The 4 Student with a KS2 score of < 90 were taught in a small group by a maths specialist
- Intervention homework set using <https://www.mymaths.co.uk/> and following on from assessments and consolidating work completed in class.
- Intervention booklets issued, as appropriate, per student to target next areas of improvement identified from assessments.
- In class targeted intervention.
- Form numeracy sessions delivered during form time. Training and support provided to form tutors from the 'Numeracy coordinator'.

Which brought the following impacts:

As measured at the end of Year 7, of the students who did not achieve the floor standard (100) at the end of KS2, 67% made progress at closing the gap to age expected attainment during Year 7.

For the academic Year 2019 – 20209 we will be carrying out the following interventions:

- KS2 students achieving a low KS2 score (<90) to receive normal maths tuition in small groups taught by a HLTA maths specialist.
- Intervention homework set using <https://www.mymaths.co.uk/> following on from assessments and consolidating work completed in class.
- Preparation and practice text books issued for new Year 7 cohort with regular consolidation opportunities, as directed by class teachers.
- Form Numeracy once a week in small target groups, alongside provision for all form groups.
- Students who are below the floor standard at KS2 (<100) will be monitored at assessment points and the department intervention policy will be enacted when required.