

## 2018-2019 Strategy

81 students in Reading and 54 students in Mathematics arrived at TMC (September 2018) with a scaled score below 100 in KS2 tests equating to lower than a Level 4c. 40 students in Reading and 29 in Mathematics achieved a score below 95.

### The English Approach

#### Wave 1: Early identification

Pupils identified as requiring catch-up support are identified and this information is shared with the teachers of these students. In class strategies to support these pupils are then utilised.

#### Wave 2: Reading Circles/Units of sound

Pupils will be assessed using the New Group Reading Tool. Results from this assessment will be used to identify whether a pupil's greatest barrier is de-coding or comprehension.

- a) Pupils identified as having difficulties with reading comprehension will attend 20 minute reading circles during tutor time twice per week. These circles will be delivered using the reciprocal reading approach with the aim of these circles to improve students' inference and comprehension skills and increase their exposure to a range of texts.
- b) Pupils identified as having difficulties with decoding will use tutor time to access an electronic resource called 'Units of Sound' with the aim to develop their phonics skills. More information on the Units of Sound can be found in the EEF report by Sheard, Chambers, and Elliott (2015).

#### Wave 3: Small Group Reading Literacy Intervention with the Librarian

Selected pupils will work with our newly appointed Librarian for one hour per week. These small group sessions will be focused around reading comprehension/decoding – dependent on the need of the individual students. This method was selected based on the EEF's suggestions that small group tuition has an impact of four additional months' progress (EEF, 2014)

#### After Easter:

Teachers with gained time from their Year 11 classes leaving will be used to deliver additional lessons to catch-up pupils. This will take two forms; firstly, current year 7 groups will be made smaller due to additional teachers and, secondly, additional sessions will be delivered to small groups of catch-up pupils.

### How we are measuring impact:

Progress of these pupils compared to non-catch up cohorts will be compared and reported here.

### 2017-18 Data

Group	Progress between DC1 and DC4 (Reading)
All Students	1.7
All Catch Up Students	2.1
Catch Up Students in Small Group Interventions	2.2
Non Catch Up Students	1.6

## 2016-17 DATA:

	Average sublevel progress between DC1 and DC2 (Pre catch-up intervention)	Average sublevel progress between DC3 and DC4 (Post catch-up intervention)	Average sublevel progress DC1-4
Intervention Pupils	-0.05	0.74	1.0
Non-intervention Pupils	0.07	0.73	1.08
All Pupils	0.05	0.73	1.08

## The Mathematics Approach

### Wave 1: Early identification

Pupils identified as requiring catch-up support are identified and this information is shared with the teachers of these students. Department training time (CDM) is used to analyse the specific needs of these pupils using both question level analysis (QLA) of their KS2 SATs and analysis of our own baseline assessment (Maths progress tests provided by GL assessments). This allows teachers to plan for specific pupils needs and ensure that they get the support required for them to catch-up with their peers.

### Wave 2: Small Group intervention

Pupils who are already significantly below their peers (29 pupils as identified above) will receive small group intervention from September. To further improve the impact of this intervention the group sizes have been reduced to 3-4 and the majority of sessions will be delivered by classroom teachers. Where external tutors are used, some of this delivery will be alongside classroom teachers. This will ensure that their training needs are met and the intervention carries the same level of impact.

A further improvement on last year's intervention is our strategy for grouping pupils. We will use the QLA to ensure that pupils with similar needs are placed together, this alongside the smaller group sizes will allow for the specific needs of the pupils to be catered for more easily.

Once the intervention has started each pupil's main areas of weakness within a topic area will be quickly diagnosed and this will be added to their 'maths success passport'. Each pupil's passport will identify 3-5 targets that will be addressed in their tutoring sessions and assessed over a period of time. The sessions delivered will utilise the 'Success@Arithmetic' programme produced as a part of every child counts. This approach is designed for pupils who have difficulties with arithmetic proficiency and need support to improve their understanding of number and written calculation skills. It helps them to make faster progress and to catch up with their peers through a mastery approach. Furthermore, within these sessions pupils will be encouraged to work together as the EEF reported that using Co-operative learning: paired work and group collaboration have been found to have positive effects for low-attainers (Dowker, 2004).

### Entry and Exit criteria

Pupils within the small group intervention will not be removed until we have compelling evidence that they have narrowed the attainment gap with their peers, this is in addition to completing the success targets on their 'maths success passport'. It is also important to note that as a part of our ongoing analysis of pupil progress the entire catch-up cohort will remain a priority and any of the pupils within this cohort who are not making accelerated progress, under wave one intervention, will be added to the wave two.

Finally, we aim to work closely with the year seven pastoral team to ensure that our interventions are successful and that any pupils who are facing difficulties that are not academic may be added to interventions if we believe this best supports them.

## After Easter:

Teachers with gained time from their Year 11 classes leaving will be used to deliver additional lessons to catch-up pupils. This will take two forms; firstly, current year 7 groups will be made smaller due to additional teachers and, secondly, additional sessions will be delivered to small groups of catch-up pupils.

## How we are measuring impact:

Internal data collection of these pupils will be compared to non-catch up cohorts and reported here.

## 2017-18 Data:

The data below shows that the progress of our intervention pupils was brought in line with the progress of or non-intervention pupils in the year 17-18, this allowed pupils to start to 'keep-up'. With the changes to our staffing of intervention and a greater understanding of the specific needs of these pupils we aim to accelerate this progress (as outlined above). We believe that this will ensure that they 'catch-up' and narrow the attainment gap.

	sLOP DC1-DC2	sLOP DC3-DC4	sLOP DC1-4
Intervention Pupils	0.71	0.81	1.84
Non-intervention Pupils	1.12	0.84	2.34
All Pupils	1.07	0.83	2.30

## 2016-17 DATA:

### Internal Teacher Reported Levels

	Average sublevel progress between DC1 and DC2 (Pre catch- up intervention)	Average sublevel progress between DC3 and DC4 (Post catch-up intervention)	Average sublevel progress DC1-4
Intervention Pupils	0.61	1.10	1.90
Non-intervention Pupils	1.48	0.38	2.09
All Pupils	1.19	0.61	2.02

### Internal Moderated Assessment

	Average sublevel progress between DC1 and DC2 (Pre catch- up intervention)	Average sublevel progress between DC3 and DC4 (Post catch-up intervention)	Average sublevel progress DC1-4
Catch-up Pupils	0.59	1.54	1.67
Non Catch-up Pupils	1.53	1.03	2.14
All Pupils	1.22	1.19	1.99

## References

Dowker, A.D. (2004). What works for Children with Mathematical Difficulties? London: DfES RR554

Education Endowment Foundation (2014) *Reading at the Transition-Interim Evidence Brief* Available at: [https://educationendowmentfoundation.org.uk/public/files/Publications/EEF\\_Interim\\_Evidence\\_Brief\\_ReadingAtTheTransition.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Interim_Evidence_Brief_ReadingAtTheTransition.pdf) (Accessed: 4 February 2018)

Sheard, M., Chambers, B., and Elliott, L. (2015) *Units of Sound: Evaluation Report and Executive Summary*. Available at: [https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Evaluation\\_Reports/EEF\\_Project\\_Report\\_UnitsOfSound.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Evaluation_Reports/EEF_Project_Report_UnitsOfSound.pdf)