



## Stowmarket High School Year 7 Catch Up Funding 2015/2016

In 2015/2016 Stowmarket High School received £29,000 funding to support students in Year 7 with low prior attainment at Key Stage 2. The funding was targeted at students who achieved below level 4 in English and/or Mathematics Key Stage 2 standard assessment tests.

To support the identified students (34 in English, 45 in Maths), in making the expected progress and beyond, the funding has been used in the following ways.

**Personalised Learning:** Selected pupils are withdrawn from Modern Foreign Language lessons in order to receive additional literacy support in small groups of 8-10 students, taught by a literacy specialist and supported by a LSA (Learning Support Assistant). Pupils are selected on the basis of their Key Stage 2 English data and recommendations received from feeder primary and middle schools. The lessons are designed to improve all aspects of literacy: spelling, reading, and writing skills.

**The LIT Programme:** The LIT Programme is a bespoke literacy intervention designed to improve thinking, spoken English, grammar, reading and writing skills. It aims to accelerate progress in English, so that pupils can reach age-related expectations by the end of Year 7 and have enhanced access to the mainstream curriculum.

**Racing to Literacy:** For pupils who are reading at phonics level, Racing to Literacy teaches phonics, high frequency words, and language comprehension as well as word recognition. Taught by a phonics specialist to small groups of 2 – 5 pupils, it is supported by a LSA.

**Reading Mentors:** The reading mentor scheme is a popular intervention which pairs year 7 pupils with Sixth Formers. Meetings take place twice a week in the library and the sixth formers listen to the younger pupils read. Reading records are used to prompt questions and discussion about the text. The scheme improves attitudes to reading, fluency and confidence. It also fosters mentoring relationships between the two polar ends of the school.

**Lego Lunch Club:** Lego was purchased to provide a building activities for group members given specific responsibilities such as "director", 'engineer'; 'supplier'; and 'builder'. The club develops and reinforces reading and social skills such as: reading and interpreting instructions, verbal and non-verbal communication, joint attention, task focus, sharing and turn-taking and collaborative problem-solving.

**Handwriting Club:** Using the Teodorescu Perceptuo-Motor Programme, Write from the Start, the club is aimed at pupils who have mechanical problems, such as dyspraxia, or who find it difficult to write neatly and legibly. Pupils are referred by teaching staff. They begin the session with warm up fine motor control activities followed by handwriting or visual perception activities.

**Spelling Club:** An LSA teaches small groups of weaker spellers the skills to improve their spelling: phonics, high frequency words, spelling rules and patterns, commonly misspelt words and subject specific vocabulary.

**Book boxes:** in order to improve attitudes to reading, book boxes are available in every classroom to support reading in tutor time. They contain a range of fiction and non-fiction books as well as dictionaries so there's never an excuse not to pick up a book.

**Purchase of new resources for the library:** With the introduction of year 7 pupils to Stowmarket High School for the first time in 2015, we purchased new books for the library to cater for our younger readers. These included books from the Barrington Stoke range, which are accessible to all and dyslexia friendly.

**Toe By Toe books:** Toe By Toe is delivered 1:1 to pupils who have reading difficulties. The daily intervention is taught in short chunks taking pupils back to the beginning of phonics. The scheme focusses on decoding and improves reading accuracy as well as comprehension.

**Plus 1:** Plus 1 is a 1:1 coaching system which benefits pupils who progress through repeated practice. It puts in place the building blocks of numbers, such as number bonds to 10, and covers all the aspects of mental maths needed for the new Mathematics Curriculum.

**Root of the week:** As a part of the school's drive to improve literacy skills across the school, a range of activities have been developed for tutor time which are reinforced throughout the day. Pupils are taught root words and rewards are given for usage.

### **Impact**

The impact of the funding is pleasing. Most pupils were able to make enough progress to catch up with their peers and attained functional levels of literacy and mathematical skills: 96% of pupils who received catch up funding intervention are on target or above in English and maths. In English, 44% of the catch up funding pupils are predicted a level 4 or above. In maths, 33% of the catch up funding pupils are predicted a level 4 or above.

