



Stowmarket High School Year 7 Catch Up Funding 2016/2017

Stowmarket High School will continue to build on the success of the interventions implemented in 2015. This year we have received funds of £28,646.00 to support 65 pupils in year 7 (35 English, 31 Maths) with low prior attainment in the English and/or Mathematics Keys Stage 2 standard assessment tests. The funding has been allocated to commence the following interventions:

NGRT: The New Group Reading Test (NGRT) is used with all pupils on entering Stowmarket High School to assess their reading and comprehension skills (including phonics where necessary). The test compares decoding skills and sentence completion against passage comprehension allowing identification of competent decoders with weak comprehension skills. Pupils are re-tested to monitor their progress.

Lexia Core 5: Lexia is timetabled for pupils who identified in the NGRT with a reading age lower than their chronological age. The personalised online programme is multisensory and allows every pupil to work at their own level independently. Overseen by a teacher and LSA, repeated errors are quickly identified and lessons are provided. Learning is also reinforced with worksheets. Students can access Lexia at home with a login and password. Initial monitoring showed reading gains of between 4 to 36 months in less than 2 months.

Beat Dyslexia: Beat Dyslexia is a multi-sensory literacy programme which is taught 1:1 by a LSA in frequent and short sessions. The programme takes pupils from the earliest stages of letter recognition through to developing reading, spelling and grammar skills.

Literacy Mats: All classrooms are equipped with literacy mats which include topic specific vocabulary, visual support and the school's marking codes. The mats support pupils during writing tasks and are also used to support pupils during Dedicated Independent reflection Time (DIRT) to respond to teachers' marking feedback.

Speech and Language Support: Pupils with lower levels of literacy need language support to access the curriculum. Pre-teaching subject specific vocabulary and modelling clarification type questions support pupils to remain focussed and actively listen in lessons.

Touch Typing: Pupils who find writing difficult or tiring may require an alternative to written recording in order to demonstrate their knowledge effectively. For these pupils, typing may become their regular method of working in exams therefore a touch typing club is provided to ensure their WPM speed doesn't impede their success.

iPads: Pupils who find writing difficult or tiring may require an alternative to written recording in order to demonstrate their knowledge effectively. For these pupils, iPads are provided in some circumstances so they may provide evidence of their learning orally using a dictation app. A text to speech app is used to read back to pupils their own writing so they can spot their own mistakes.