

English Catch Up Strategy

Catch Up Strategy: To support and raise the attainment of year 7 pupils who have not achieved the expected standard in literacy

Key focus areas:

- implement strategies to support catch-up pupils in English lessons
- implement strategies to support catch-up pupils in registrations
- introduce a programme of one-to-one/small-group interventions
- develop early intervention programme for pupils in transition from KS2 to KS3
- promote reading for pleasure among catch-up pupils

Catch Up Literacy for 2019-2020

- Students were given personalised targets based upon a baseline reading and writing assessment. Students were supported in lessons with individualised differentiation based on their reading and writing skills throughout the academic year.
- Classes were created based upon individual student requirements and we were able to create smaller more focused groups for students who needed additional support. This enabled the teacher to focus on supporting our students through quality first teaching in much smaller groups.

- The English department continued to increase rigour in the English curriculum and in homework. Homework is now a weekly reading comprehension task based upon fiction and non-fiction texts. A homework support session was established at lunchtime to support students further.
- Early intervention supported students and encouraged resilience within a supportive framework.
- Students were given the opportunity to participate in a HHS reading programme called 'Smashing Readers!' which is a programme that focused on developing inference skills, enjoyment of reading and encouraged students to read for pleasure. Students took part in these sessions during registration time. They were supported by Ann Reeve our librarian and provided with a range of reading resources.
- Mrs Curry led on Literacy across the Curriculum and developed ways to enable all students to develop their literacy skills across all areas. This involved the opportunity to engage with a range of author workshops.
- The English department developed closer links with local primary schools to introduce support which will help students to bridge the gap between the primary schools and secondary school life at HHS. We will continue to foster these links.
- Mrs Reeve, our school librarian, has sourced a number of new books for Y7 students which enabled students to access exciting and age-appropriate texts with clear challenge.
- We set 'Reading Challenges' across the year to encourage reading for enjoyment. All students had an introductory lesson in the library and kept a log of all reading; students had the opportunity to earn bronze, silver and gold certificates for reading.
- All students had a specific reading lesson on their timetable.
- As a school, we continued to promote Reading Week and this ran across whole-school, involving all students and staff across the year groups.
- Students were also selected to be involved in the Phonics group and Spelling Shed group to improve reading and spelling skills in Year 7.
- All targeted pupils will be given a dictionary and thesaurus and supported on their effective use.

Impact

As schools closed in March of 2020, it has been difficult to access the impact of the above programme. On return to school, all students completed a baseline reading and writing assessment to identify areas of need and set targets to improve. Our regular marking and feedback policy has ensured that we are able to identify issues and students are able to focus on these areas in class. We have also ensured the students identified in 2019-2020 have been placed in classes with smaller student numbers so we are able to really focus on continuing individualised support. We will be using our regular progress reporting to access progress and identify and gaps in student literacy. We have continued to build on the above programmes.

Catch Up funding for 2018-2019

The Catch Up funding for the academic year of 2018-2019 was spent on supporting and resourcing a number of literacy support programmes: Smashing Readers; Phonics Support; Spelling Shed. The support sessions took place during morning registration and were well-attended, and enjoyed both by staff and students. We were able to target a range of students across the Year 7 cohort. We did see improvements in the literacy and reading scores of some of the students involved.