



**St Cuthbert's
Catholic High School**

Live life in all its fullness

Y7 Catch up 2022 – 2023

Updated 17.11.2022

Year 7:

Using the KS2 data, we have identified the 'catch up' cohort, but through careful analysis of the national reading and spelling age test, we have been able to create the following groups to ensure there is an appropriate level of intervention for each students' needs.

Wave 1 students have met expected standard at KS2 but reading age data suggests they are slightly below chronological age with a reading age between 9 and 11.

Wave 2 students have been identified as not meeting expected standard with an SAS score between 90-99 and/or a reading age between 7 and 8:11.

Wave 3 students have been identified as not meeting expected standard with an SAS score below 89 and/or a reading age below 7.

Wave 1 Intervention:

The Wave 1 Intervention group is made up of **15 students**, with reading ages of 9 years and 5 months to 10 years and 11 months. Although the New Group Reading test has identified that these students have an average reading age, their reading age is still below that of their chronological age. This means that this group of students may only require light intervention to ensure they meet or exceed their chronological age. This group of students will be listed to all staff as 'on watch' and will be targeted through in class interventions such as direct questioning etc.

Wave 2 Intervention:

The Wave 2 Intervention group is made up of **35 students**, with reading ages of 7 years and 4 months to 12 years and 11 months.

This wave of intervention will include all the **students who have not met expected standard at KS2 and have an SAS score between 90-99**. This group of students will receive intervention twice a week during form time with CSS (KWK or HBY) and MMY. This will be done on a Monday and Wednesday PM registration and will replace the Literacy Bitesize 1 and Independent Reading.

Wave 3 Intervention:

The Wave 3 Intervention group is made up of **24 students**, with reading ages of 5 years to 11 years and 7 months. This wave of intervention will include all the **students who have not met expected standard at KS2 and have an SAS score below 89**. Although the reading ages of some of these students is above/around their chronological age, the majority of this wave of intervention has been determined by the KS2 data as all of these students have been identified as being furthest below expected standard and therefore require urgent intervention. The remainder of this Wave is based on the New Group reading data which has identified these students as requiring urgent intervention based on their reading age.

These students will also receive reading buddy sessions delivered by trained reading mentors (LSAs). Allowing them to read aloud and be listened to, to enable them to progress. Through an outside provider (Jac French), training has been given to staff, in order to help them with reading methods and strategies to help students progress.

These students have been placed into a smaller, more bespoke English set which is allowing a more intense and bespoke support package within lessons. This is being delivered by a trained intervention specialist and is minimal in numbers to allow for the biggest impact.

Area of Focus:	Baseline Data:	Action from Baseline:	Intervention:	Measure of Impact and further actions:
Reading	KS2 Data NGRT, (New Group Reading Test.)	Look at KS2 data to determine who the 'catch up' cohort is. Analyse data generated by NGRT to assign said students into the different waves of intervention.	<p>All staff to be aware of students in each wave and to implement classroom strategies to support.</p> <p>Wave 1: to be 'on watch' targeted by class teachers.</p> <p>Wave 2: to receive two intervention sessions a week delivered in form time.</p> <p>Wave 3: are in a smaller set for English (set 4,) allowing them to receive more bespoke and intense support within lessons and to be taught by intervention specialists.</p> <p>Wave 3: are also being invited to attend after school intervention from an outside provider.</p> <p>Wave 3: are also part of the reading buddy scheme, with trained LSAs, during registration.</p>	<p>Wave 1: Using NGRT as a baseline, staff will be made aware of who this group of students is and will use classroom intervention strategies to support them. The impact of this will be measured through track and the next reading age test.</p> <p>Wave 2: Understanding of reading assessed through questioning in form time intervention. The impact of this will also be measured through track and the next reading age test.</p> <p>Wave 3: Understanding of reading assessed through questioning in after school intervention sessions and reading buddy sessions. The impact of this will also be measured through track and the next reading age test.</p> <p>Additional test to be completed in June using the NGRT to measure progress over the year.</p>
Writing	KS2 Data NGRT, (New Group Reading Test – Spelling test to generate spelling age.)	Analyse NGRT data to determine students spelling ages and spelling rules/patterns to be improved.	<p>Students to have a specific SPaG focus each week that links in with current SoL and with a focus on vocabulary and sentence work.</p> <p>Analysis of data from spelling test will allow staff to focus on particular spellings/spelling rules within lessons.</p>	<p>Weekly spelling tests within lessons.</p> <p>Additional to NGRT to be completed in June to measure progress over the year.</p>

Rationale:

The Waves of intervention mirror that suggested by the EEF whereby students receive appropriate interventions based on their level of need hence why the students are organised into Waves 1, 2 and 3. Research also suggests that intervention sessions should be kept brief, between 15 and 45 minutes and should be maintained over a sustained period of time which is suggested to be between 8-20 weeks. Using this model, our interventions will take place in sessions between 15-30 minutes and will run for 10 weeks before any retesting/reassessment and adjustments take place. Research also suggests that teaching in smaller 'bite size' sessions, as will be done within these intervention sessions, allows learners to feel less overwhelmed which in turn helps increase knowledge retention. We want students to leave our school being confident learners, readers and communicators in preparation for life beyond school.

Links and reading:

<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/response-to-intervention/>

<https://www.provisionmap.co.uk/5-steps-to-effective-interventions/>

<https://www.newheightseducation.org/educational-articles/bite-size-information-for-teaching-and-training/>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628630/DfE_SEN_Support_REA_Report.pdf

[The Little-Known Truths About Reading Aloud - Scientific Learning \(scilearn.com\)](#)

[5 Ways to Support Students Who Struggle With Reading Comprehension | Edutopia](#)

[One to one tuition | Toolkit Strand | Education Endowment Foundation | EEF](#)

[What Does the Research Say About Vocabulary? \(ascd.org\)](#)

[Introducing 'Closing the Reading Gap' \(theconfidentteacher.com\)](#)

<https://www.bing.com/search?q=jennifer+webb&cvid=f48b78c390614f3a829d1067d7f9c48e&aqs=edge.0.0i7.1454j0j1&pglt=43&FORM=ANNAB1&DAFO=1&PC=U531>

Our Vision:

Preparing the young people of St Cuthbert's for life in the modern world, empowered by our dedicated staff to become caring citizens and resilient learners who achieve excellence.

Y7 Catch-up

Success Criteria	Actions	Timescale	Evidence	Lead	Monitoring	Cost
To improve the reading skills of Y7 students who are not achieving as well as they should be.	<ul style="list-style-type: none"> NGRT test to be completed at the beginning of the school year <p>Evidence and Rationale:</p> <ul style="list-style-type: none"> GL education state that developing reading is fundamental to a student's ability to access the curriculum. 	Early Sept 2022	All students will have been tested and those with the weakest reading ability will have been given additional time to develop skills through the different waves of intervention.	ACY/CSS	ACY/SHD	NGRT cost
	<ul style="list-style-type: none"> Analyse data generated by NGRT test to determine the three different waves of intervention. <p>Wave 1 = Reading age closest to chronological age, between 9:05 and 10:11.</p> <p>Wave 2 = Reading age between 7:04 and 12:11 and/or identified as having a KS2 SS score between 90-99.</p> <p>Wave 3 = Reading age between 5:00 and 11:07 and/or identified as having a KS2 SS score below 89.</p> <p>Evidence and Rationale:</p> <ul style="list-style-type: none"> EEF: classifying students into different categories based on their level of need promotes better progress. 	Late Sept/Early Oct 2022.		ACY/CSS	ACY/SHD	
	<p>Once groups are identified, intervention sessions will begin.</p> <ul style="list-style-type: none"> Wave 1 to receive intervention by class teachers. Wave 2 to receive two intervention sessions a week during PM registration, (Mon and wed.) 	Late Sept/Early Oct onwards.		CSS/ KWK/HBY /MMY LSAs JAD/ARF	ACY/SHD/ CBT	

Success Criteria	Actions	Timescale	Evidence	Lead	Monitoring	Cost
	<ul style="list-style-type: none"> Wave 3 to be put into a smaller English set, be involved in the reading buddy scheme in registration and to receive after school intervention. <p>Evidence and Rationale:</p> <ul style="list-style-type: none"> EEF: classifying students into different categories based on their level of need promotes better progress. New Heights Education suggest that intervention should be delivered in small 'chunks' to allow better retention of knowledge. Scilearn suggest that reading aloud to someone has significant cognitive benefits and means students are more likely to develop vocabulary as well as reading skills. <p>Wave 1:</p> <ul style="list-style-type: none"> Lists of students shared with staff to be targeted through in class interventions. <p>Evidence and Rationale:</p> <ul style="list-style-type: none"> EEF: Developing reading and comprehension strategies can improve progress by 6+months. Developing and increasing pupil vocabulary allows greater understanding of text and examination materials. <p>Wave 2:</p> <ul style="list-style-type: none"> 15 minute form time intervention to take place twice weekly and cover a range of skills such as: comprehension, inference, looking at words in context, finding evidence, comparison and explanation. <p>Evidence and Rationale:</p>		<p>measured on a 10 weekly basis. If not enough progress made, they will continue with intervention.</p> <p>NGRT to be used as a baseline and then students are retested after 10 weeks. Impact based on the number of students no longer needing intervention/retest results.</p> <p>Questioning in intervention sessions to show progress and understanding. Impact measured</p>			
		Oct onwards.		CSS/MMY	ACY/SHD	
		Oct onwards.		CSS/KWK HBY/MMY	ACY/SHD/ CBT	

Success Criteria	Actions	Timescale	Evidence	Lead	Monitoring	Cost
	<ul style="list-style-type: none"> • Scilearn suggest that reading aloud to someone has significant cognitive benefits and means students are more likely to develop vocabulary as well as reading skills. • EEF: indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. • Alex Quigley suggests that we should scaffold students' reading to allow them to become strategic and knowledgeable readers. • New Heights Education suggest that intervention should be delivered in small 'chunks' to allow better retention of knowledge. <p>Wave 3:</p> <ul style="list-style-type: none"> • To receive reading sessions delivered by trained LSAs. <p><u>Evidence and Rationale:</u></p> <ul style="list-style-type: none"> • Scilearn suggest that reading aloud to someone has significant cognitive benefits and means students are more likely to develop vocabulary as well as reading skills. • EEF: indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. • Alex Quigley suggests that we should scaffold students' reading to allow them to become strategic and knowledgeable readers. • EEF: There is evidence that Teaching Assistants are more likely to have a positive impact when delivering structured interventions than as general classroom support <ul style="list-style-type: none"> • All Wave 3 students in set5. 	<p>Oct onwards.</p> <p>Late Sept/Early</p>	<p>by track and reading age data.</p> <p>NGRT to be used as a baseline and then students are retested after 10 weeks. Impact based on the number of students no longer needing intervention/retest results.</p> <p>Reading mentors to question students when reading to check for understanding.</p>	<p>LSAs/</p> <p>JAD/ARF</p>	<p>ACY/SHD/</p> <p>ACY/SHD/CBT</p>	

Success Criteria	Actions	Timescale	Evidence	Lead	Monitoring	Cost
	<p>Evidence and Rationale:</p> <ul style="list-style-type: none"> Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. <ul style="list-style-type: none"> To receive 30 minute after school intervention session weekly in which a range of skills will be developed including: comprehension, information retrieval, looking at words in context, finding evidence, comparison and explanation. <p>Notes: According to the EEF, programmes involving Teaching assistants or volunteers can have a valuable impact, but tend to be less effective than those using experienced and specifically trained teachers, unless specific training is provided. Training has been carried out by all staff/students involved in the intervention process over a period of time by an outside provider. A trial/practise run has also been carried out in 2020-2021 with a group of students with a lesser need.</p> <ul style="list-style-type: none"> Reading test to be completed by all students at an end-point of June. 	 <p>Oct onwards.</p> <p>June</p>	<p>Students to complete further reading age test to measure impact. Students to complete two further reading age tests to measure impact. rack data</p>		 <p>SHD/ACY</p>	 <p>Outside provider for intervention cost</p> <p>NGRT cost</p>

Success Criteria	Actions	Timescale	Evidence	Lead	Monitoring	Cost
To improve the writing skills of Y7 students who are not achieving as well as they should be.	<ul style="list-style-type: none"> • NGRT Spelling test to be completed at the beginning of the school year. • Grammar and sentence level work to be embedded into the curriculum map and explicitly taught during the dedicated writing intervention lesson. • Vocabulary to be embedded into each SoL and explicitly taught, with a particular focus on Tier 2 words. • Weekly spelling lists issued to students and tested (based on spelling ages and consolidation of KS2 spelling lists.) <p>Evidence and Rationale:</p> <ul style="list-style-type: none"> • Scilearn suggest that reading aloud to someone has significant cognitive benefits and means students are more likely to develop vocabulary as well as reading skills. • Marzano & Pickering suggest that the knowledge anyone has about a topic is based on the vocabulary. • The format of these lessons is based upon a model suggested by Jennifer Webb whereby the content is given, students are then able to apply their new knowledge to their writing. This is then revisited and this allows students to deepen and refine knowledge overtime. <ul style="list-style-type: none"> • Spelling test to be completed by all students at an end-point of June. 	<p>Sept 2022</p> <p>Sept 2022 onwards</p>	<p>NGRT data will generate spelling ages for all students.</p> <p>Weekly spelling tests. NGRT retest later in the year.</p>	<p>ACY/CSS</p> <p>English staff.</p> <p>ACY/CSS</p>	<p>ACY/ SHD</p> <p>ACY/ SHD/CSS</p> <p>ACY/ SHD/CSS</p>	<p>NGRT Cost</p> <p>NGRT Cost</p>