

Catch-Up Literacy Programmes

Effectiveness of Literacy Interventions 2019/20

Pupils who entered the College in September 2019 with Key Stage 2 test results below Level 4 qualified for a 'Catch-Up' premium which is a subsidiary of the overall Catch-up funding and is spent on a range of English intervention work over the academic year.

In September 2019 we purchased the Accelerated Reader programme with an aim to ensure pupils reading ages were in line with their peers. We also employed a Reading Intervention Teaching Assistant in January 2020 with an aim to withdraw pupils from lessons for targeted intervention. 48 pupils were selected for intervention adding an average of 2 months progress on reading age but as a direct result of the pandemic these interventions were difficult to evaluate fully for the academic year 2019-20.

Literacy Interventions 2020/21

Pupils were selected for reading interventions based on their initial Accelerated reading ages and the majority of these pupils have made marked progress to their reading age since September.

In our Nurture group in Year 7 pupils began the year in September with an average difference of 3 years and 6 months between their chronological age and their reading age. When pupils reading ages were tested again in March, after 6 months of intervention, the gap reduced from an average of 3 years and 6 months to an average of 2 years and 7 months difference between their chronological age and their reading age. This is an average of 11 months progress.

In our Nurture group in Year 8 pupils began the year in September with an average difference of 4 years and 4 months between their chronological age and their reading age. When pupils reading ages were tested again in March, after 6 months of intervention, the gap reduced from an average of 4 years and 4 months to an average of 3 years and 9 months difference between their chronological age and their reading age. This is an average of 7 months progress.

17 pupils were selected for various interventions this year and during the remote learning period these pupils received 1:1 support over the phone. At the start of the year these pupils had an average difference of 2 years and 6 months between their chronological age and their reading age. When pupils reading ages were tested again in March, after 6 months of intervention, the gap reduced from an average of 2 years and 6 months to an average of 1 years and 9 months difference between their chronological age and their reading age. This is an average of 9 months progress.

107 pupils were selected for reading interventions during skills, library lessons and breakfast literacy this year. At the start of the year these pupils had an average difference of 3 years and 3 months between their chronological age and their reading age. When pupils reading ages were tested again in March, after 6 months of intervention, the gap reduced from an average of 2 years and 5 months to an average of 1 years and 9 months difference between their chronological age and their reading age. This is an average of 8 months progress.

Despite a difficult year the range of strategies we have employed to improve reading ages have shown some good progress and we intend to continue using these strategies next year with pupils who do not meet their expected levels of progress for reading in KS2; these strategies are listed below.

[Breakfast Reading](#)

This programme is offered to students with a chronological reading age of 8 to improve their reading age and other comprehension skills. Students meet once a week before school in order to read in small or individually, supervised by a teaching assistant. The programme runs over the course of the year on a rotational basis, as and when students are considered to have made expected progress.

[Breakfast Spelling](#)

This programme is offered to students to increase their spelling age and embed other reading and writing skills. Students meet once a week before school to use the computer programme Nessy, supervised by a teaching assistant. Some pupils also use touch typing to help improve their writing skills. The programme runs over the course of the year on a rotational basis, as and when students are considered to have made expected progress.

[Tutor Time Reading](#)

This programme is offered to students with a chronological reading age of 9-10 to increase their reading age and general comprehension skills. Students are paired with an older student in Year 10 and meet twice a week to read together before school. The programme takes place for one term and progress is then assessed.

[In class reading](#)

This programme is offered to pupils who are significantly behind their peers in reading. They have two guided sessions of reading per fortnight in small groups of 3-4.

[Reading intervention](#)

This programme is offered to students who require extra support with English in order to help them improve their reading skills. Students work in small groups led by a specialist reading intervention teacher in order to ensure that their individual needs are met, taking part in a range of interactive reading activities to improve their skills alongside their engagement with and self-confidence in the subject. The programme runs over the course of the year on a rotational basis, as and when students are considered to have made expected progress.

[Targeted reading at home](#)

This programme is offered to students who require some support with English in order to help them improve their reading skills. Students and parents are made aware of suitable books that are available to loan from the library and pupils are encouraged to read on a daily basis and quiz themselves on the books they have chosen using an Accelerated reader programme. The programme runs over the course of the year on a rotational basis, as and when students are considered to have made expected progress.