

Literacy and Numeracy Catch-Up Premium 2019- 2020

Literacy Interventions and Impacts

Objective: For the Year 7 and Year 8 students with a scaled score below 100 for English (KS2 SATs) to be on target by the end of the year.

During the 2019 to 2020 academic year we put the following interventions in place:

The school continued to embed the 'Reading is Everyone's Business' reading intervention project. All staff received 'Closing the Vocabulary Gap' training and all departments focused on using strategies to explicitly teach Tier 2 vocabulary.

Year 7

30 students received Inference Intervention, delivered by the Reading Lead, for one hour a week (over a 10 week period). The aim of this small group intervention was to help students learn how to unpack meaning in texts through conversation. This was done by encouraging pupils to employ higher thinking skills to use background knowledge to make connections with the text by linking parts together by 'thinking like a detective'.

In addition to Inference Intervention, 11 students also received 'Grow@KS3' intervention (3 X 20 min sessions per week led by TAs in form time). This is an intervention programme based on research led by the International Literacy Centre at the Institute of Education, UCL, London. This 1:1 intervention is for students who are identified as 'working towards expected reading standard' as indicated by their KS2 SAT results.

Year 8

After receiving 'Guided Reading' training last year (from link primary school) Year 11 pupils, during the Autumn Term, mentored 12 identified Y8 pupils as part of the Better Reading at School Peer Mentor Scheme. They read with them, on a ratio of 1:1, every Wednesday morning, during form registration time, for approximately 20 mins.

All KS3

Reading In Form Time was introduced this year. All KS3 pupils read a set text with their form Tutor to promote a love of reading and provide additional literacy support.

Impact:

It should be noted that, due to Covid-19, all data was gathered prior to March 20th 2020.

Of the 39 Year 7 students who arrived with a reading score below 100, 37 achieved or exceeded their APS by the Spring Term of Year 7 (using Progress Test data). Of the students who received Inference Intervention, pupils made an average of 2 years and 1 month reading comprehension progress.

Of the 12 Year 8 students who were mentored once a week by Year 11 pupils (Term 1 only) all 12 achieved or exceeded their APS by the Spring Term of Year 8 (using Progress Test data).

As a result, for 2020 to 2021 we will do the following:

We will continue to embed the whole school 'Guided Reading' approach to teaching reading. All staff will receive training on how to narrow the Reading Gap and departments will continue to develop lessons to ensure that Tier 2 vocabulary is built into schemes of work.

TAs will continue to deliver 'Grow@KS3' Intervention during form time (3 sessions a week) and the Reading Lead will continue to deliver Inference Intervention sessions.

During form time, 'Reading For Pleasure' will continue and its impact will be monitored by the Reading In Form Time lead.

Numeracy Interventions and impacts

Objective: For the students with a scaled score below 100 for Maths to be on target by the end of the year (22 Year 7s in September 2019).

During the 2019 to 2020 academic year we put the following interventions in place:

Students who joined Trinity with a scaled score below 100 worked with a specially trained Teaching Assistant who worked with small groups of students on developing their Numeracy skills using the Numicon programme of work.

Students below the scaled score of 100 also attended an after-school club called SHINE. During this activity, Year 7 and Year 8 students are mentored on numeracy by Year 12 students to allow them to develop their Numeracy skills and also to give them a role model within the school to whom they can talk to and aspire towards.

All students in KS3 take part in a weekly Numeracy activity in form time called Numeracy Ninjas which allows them to practice and develop their Mathematical fluency.

Impact:

It should be noted that, due to Covid-19, all data was gathered prior to March 20th 2020.

Of the 22 students who arrived with a scaled score below 100, 22 achieved or exceeded their expected point score by the Spring Term of Y7. This data was taken from the Y7 progress test in Maths which is a national test.

As a result, for 2020 to 2021 we will do the following:

Continue the Numicon programme with students in Year 7 who join Trinity below a scaled score of 100.

Continue the SHINE programme to allow students in lower school to work alongside Sixth Form students.

Develop form time Numeracy activities to allow students additional practice at key skills in Numeracy.