

Year 7 Catch Up Funding

Target Group: any student who arrived at JWA in year 7 below level 4 in either English or Mathematics or both

Number in the target group

English 9 students

Mathematics 9 students

English strategies

Strategies used with below level 4 students:

1. Read Write Inc sounding using cards and speed sounds posters.
2. Reading comprehension cubes to encourage question asking during reading sessions and tasks.
3. Spelling board games used to teach spelling strategies.
4. Writing prompt cards and guiding questions.
5. Sentence starters and writing frames used.
6. Think-pair-share question and answering.
7. Shared writing - done in pairs and groups.
8. Shared planning, independent writing.
9. Talking to write.
10. Supported learning environment - encouraged to take risks and be able to make mistakes.
11. Whiteboard and pens used for practising - risk taking.
12. Squared books for handwriting.
13. Gripped pens for handwriting.
14. XKT supports whole class.
15. Catch up literacy for identified students.
16. Sounding out when reading and writing.
17. Group and independent reading.
18. Reading comprehension books (read and answer).
19. Low-level sounding and phonics books for one student due to her inability to access Accelerated Reader.
20. Drama activities to teach grammar and punctuation.
21. Kung Fu punctuation.
22. Reading records to encourage regular reading.
23. Improvisation and role play when reading out loud to encourage intonation and expression.
24. Tangles to help with concentration.
25. Nomination of reader leader and grammar police bell.
26. Using 'what if' cards to encourage wider thinking.
27. Enrichment folder made with poetry, creative writing, thinking questions.

Mathematics strategies

Strategies used with below level 4 students:

1. Collaborative learning structures.
2. Think-pair-share question and answering.
3. Supported learning environment - encouraged to take risks and be able to make mistakes (growth mind set and building learning power).
4. Whiteboard and pens used for assessment for learning.
5. Stage (not age) approach to schemes of learning (students below level 4 access Stage 5 and Stage 6 to reinforce Year 5 and Year 6 objectives for age-related outcomes).
6. Larger squares in exercise books to aid handwriting and place value layout.
7. Kinaesthetic resources to support learning (e.g., clocks, plastic money, dice, place value mats).
8. Times Table Rock Stars - improve mathematical fluency.
9. Mixed ability seating plans.
10. Learning support assistant for the most vulnerable students.

The additional funding is used to ensure that students are taught in smaller groups so that the above strategies can have the maximum impact in terms of accelerating learning in these key subjects.

The data collection at Easter and in July will be used to measure the impact of these strategies on addressing the gaps in learning.

Mark Rushby

February 2016