



Cranbrook Education Campus – Catch up funding 2019-2020

During this academic year we received £4922 to support students who arrived below national expectations in literacy and numeracy. You can find out more about the Year 7 literacy and numeracy catch-up premium here: <https://www.gov.uk/guidance/year-7-literacy-and-numeracy-catch-up-premium-guide-for-schools>

As a campus this money goes towards the salary of our literacy coordinator, Miss Tanya Chitty, the cost of our literacy specific intervention tools (Lexia and Bedrock) and towards the wages of our additional Maths teacher.

Literacy support

Literacy interventions are currently run by Tanya Chitty and they are bespoke to the student/students who are involved. Some students receive support via small groups or one-to-one and the focus shifts from comprehension, spelling, phonics and handwriting depending on the specific needs of the students.

- All Students have been timetabled so as not to miss core subject or subjects they excel in.
- Bedrock Vocabulary (<https://www.bedrocklearning.org/>) is used for Secondary wide weekly homework to support all pupils with their vocabulary development.
- Lexia (<https://www.lexialearning.com/>) is used to support highlighted pupils with the lowest literacy levels.
- We follow the Dandelion Reading scheme for reading, Letters and Sounds scheme for phonics and Penpals for handwriting when planning our lessons through continuous daily assessment.
- We use Online Literacy Assessment, the students will be assessed every half term which will then give us specific data to show improvement.
- Several students have found coloured overlays or reading rulers help with tracking.
- Within our intervention lessons, students are making significant progress in reading, writing, phonics, spelling and handwriting. All students have noticeably grown in confidence and self-esteem. We aim to equip students with a range of strategies to ensure they become independent learners. This can be a challenge and a frustration as some students see their intervention lessons in isolation from other subjects. We have looked at tackling this by informing all staff of literacy expectations and a reward scheme for students themselves. Each student is given a pack of prompt cards for handwriting, phonics, spelling and in some cases b/d reversals. Students are expected to use their tool kit in all subjects.
- Spelling – Most students have large gaps and misconceptions in their phonic knowledge. We follow the Dandelion reading scheme synthetic phonic progression according to the level of students reading ability. We also do lots of phonic activities based on the Letters and Sounds scheme. Students are encouraged to sound out tricky words and use a Thrass chart as a support tool for phoneme spelling choices.
- Writing – Most of the writing within the sessions is at sentence level to reinforce spellings. However we do lots of grammar activities such as working on verb tenses, plurals and



homophones. Students are encouraged to write descriptively and will often use a whiteboard in order to edit and improve their work.

- Handwriting – We follow the Penpals scheme of handwriting beginning with securing correct pen grip and seating position. Students work on both fine and gross motor skills in a variety of ways including warm up exercises and painting to encourage fluidity. We encourage students to join their writing to improve speed.
- We encourage whole school literacy by keeping regular links with Primary. Some of our students have presented THRASS, a phonic scheme to the younger children. If a student reads a book without making any errors, they invite Primary pupils to join them for a reading session which is enjoyed by all.
- We are in the process of making THRASS charts available in all classrooms in Secondary to prevent students feeling reluctant to draw attention to themselves by using them. By making them available to all students, and training teachers on how to use them, we are aiming to enable all students to improve spelling.
- We maintain good links with parents by way of half termly reports and welcome their feedback or concerns they may have.
- By working as a team we plan engaging lessons with enough scaffolding to support our students but also ensure they are challenged.
- We have recently purchase Bedrock Vocabulary (<https://www.bedrocklearning.org/>) to support the development of Vocabulary in all students from Year 3 to Year 9.
- A group of targeted Year 8 boys will be working with Primary pupils as Literacy Leaders beginning in the second half of the Spring Term. Initially they will be reading the First News newspaper with them, but the intention is to work on reading scheme books and guided reading.
- To foster a love of reading for pleasure and to improve students' reading skills, we have introduced two, ten-minute, dedicated silent reading starters each day in Secondary. This is to ensure all students have the opportunity to meet the recommended twenty minutes reading per day.
- In addition to the dedicated reading time, students also have twenty minutes group or independent reading in tutor time and twice half-termly Drop Everything and Read sessions.

Literacy support Impact

- Bedrock (vocabulary intervention): 58% of students have made between 2-36% progress. 2 students stayed the same. 3 students have dipped slightly (2-6%).
- Some of the progress is relatively low but, having looked at the data, this is because students were already scoring quite highly on the initial block they had been put on. As a result, these students have moved up a block to provide more of a challenge.
- Literacy Assessment Online (Reading): 70% of students have made between 2 months and 4 years and 7 months progress. The average increase over 3 months is 10 months progress.



- Literacy Assessment Online (Spelling): 70% of students have made progress between 4 months and 6 years 11 months. The average increase over 3 months is 1 year 5 months.
- 100% of students that are having Speech, Language and Communication intervention have made progress in Bedrock, reading and spelling.

Numeracy Support

- By appointing an additional teacher, we have been able to keep our maths class sizes to a maximum of 16 students.
- Due to the small class sizes, students get greater personalisation and support from their teacher.
- We also work with Sparx and have implemented their homework system into years 7, 8 and 9. This is monitored on a weekly basis and linked to parental communication.

Numeracy support Impact

- All pupils identified for catch up funding in Maths have made positive progress in their data cycle 1 and data cycle 2 tests. 2 pupils are still a cause for concern based on their attainment grades in data cycle 2 but both made substantial progress in from their pre-test. See Catch Up premium spreadsheet in Impact section below.

Surname Forename	NC Year	KS2 Maths Scaled Score Key Stage 2	GCSE Target	Data Cycle #1				Data Cycle #2				SPARX					
				Pre	Post	Progress	Attainment	Pre	Post	Progress	Attainment	Geometry	Algebra	Probability	Ratio and Proportion	Number	Statistics
	7	90		39	59	20	A	16	48	32	A	Focus Area	On Track	On Track	Focus Area	On Track	n/a
	7	96	4	25	63	38	A	18	46	28	B	On Track	On Track	On Track	Focus Area	On Track	n/a
	7	96		40	66	26	B	20	62	42	A	Focus Area	On Track	On Track	Focus Area	On Track	n/a
	7	96	5-	26	63	37	E	13	40	27	B	Focus	On Track	On Track	On Track	On Track	n/a



												Area					
7	97	5-		39	76	37	E	43	81	38	A	Focus Area	On Track	On Track	On Track	On Track	n/a
7	98			22	58	36	A	29	38	9	E	Focus Area	On Track	On Track	n/a	On Track	n/a
7	98			6	34	28	E	12	31	19	E	Focus Area	Focus Area	Focus Area	Focus Area	On Track	n/a
7	99	4		41	88	47	A	34	78	44	A	On Track	On Track	On Track	On Track	On Track	n/a
						33				31							