



RAINFORD
HIGH

PART OF RAINFORD ACADEMIES TRUST

Year 7 Catch Up Grant

What is the Year 7 Catch Up Grant?

The Department for Education provides additional funding to secondary schools for those students who join in Year 7 not having achieved at least expected progress in Reading and/or Mathematics at the end of Key Stage 2 (KS2). This money is allocated by schools to provide interventions which will help those students catch up in English and Maths with their peers.

In 2017-18 the grant received to Rainford High School totalled £7436

In 2018-19 the grant received to Rainford High School totalled £7436

At Rainford we strive to ensure that all students make the best possible progress that they can. To support this progress and to rapidly close any existing gaps for Key Stage 3, we have deployed a range of strategies:

Specialist Literacy / Numeracy Assistants

HLTAs have been employed in English and Maths to support eligible students during curriculum time. The specialist progress assistants work in close collaboration with the classroom teacher to support and promote the progress of the students identified as below the expected standard.

In both English and Maths the Specialist Literacy / Numeracy Assistants organise and implement targeted interventions for students at Key Stage 3 who are at risk of not making expected progress.

In Literacy, multi-sensory structured programmes are implemented to aid lower level readers. This includes many different programs and approaches, utilising a number of different resources and intervention packages depending on the student's difficulties. Examples include IDL, Beat Dyslexia, Nessy, Read Write Ink, PAT, The Hickey Multisensory Language Programme which focus on key literacy skills over a series of sessions to enhance the student's capacity to access more challenging reading material and to support the development of inference and comprehension skills.

In Maths, the maths mastery intervention package is delivered to students who are not making the required progress and students access this throughout the year for 50 minutes per week. For students who need 1:1 intervention the catch up Numeracy plan is followed in three 15 minute sessions per week on a 1:1 basis.

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Additional support resources are sent home for parents so they can support students with their development. Parents are also invited to discuss the progress of interventions at a termly drop in session.

During the year of 2017-18

49 students assessed as working below the expected standard in Maths
31 accessed departmental interventions
18 on Catch Up Numeracy and Maths Mastery intervention

By the end of July 2018 in Maths, 18 students were assessed as working at the expected standard
15 students working towards and 3 students working below

54 students were assessed as working below the expected standard in English.
The increased reading age for these students on average was 2 years by the end of July 2018.

By the end of July 2018 in English – 4 students were assessed as working above the expected standard, 44 students were assessed as working at the expected standard and 6 students assessed as working towards the expected standard.

14 students were below the expected standard on entry in both Maths and English. These students access our EXCEL differentiated curriculum.

Catch Up Interventions

In addition to high quality teaching within the classroom and units of study specifically designed in collaboration with primary colleagues to support closing any potential gaps from KS2, intervention programmes are delivered by specialist English and Maths teachers to target individual students with identified areas for development.

In Maths, students complete a weekly series of 6 sessions whilst being withdrawn from lessons. This is reviewed every half term to evaluate the impact of intervention. These sessions focus on key skills through the Maths mastery programme, and baseline testing is undertaken through the Maths mastery assessment. Classroom teachers are also informed of the progress to ensure that the sessions are reinforced by what is being delivered in the unit of study.

In English/Literacy, students complete a series of 6 sessions whilst being withdrawn from lesson/form. This is reviewed every half term to evaluate the impact of intervention. These interventions can be delivered in small groups or one to one. These interventions may take a different focus depending on need, such as grammar, word reading, reading comprehension, spelling, phonological awareness, English interventions and handwriting. The focus of these sessions is to ensure students have a confident grasp of how to approach any written and reading task across the curriculum.

As a result of these interventions, combined with high quality teaching and learning, students are on target to secure good progress at KS3.

Transition work from Year 6

We have an excellent cohesive working relationship with our primary feeder schools and therefore we endeavour to begin the transition for our students as soon as we can. In Year 6, identified students are invited to 3 extra transition sessions and parents are also invited to an afternoon tea to discuss any concerns they may have about extra support their child may need.

This allows the students and parents to build relationships with key staff and department areas in the summer of year 6 and also enables the teachers to begin delivering intervention material to maintain progress and attempt to avoid a dip in learning over the summer holiday. This transition is also supported by a five day summer school in August for these students with a huge focus on English and Maths skills.

The school has also worked closely with a number of Primary feeders to support the academic transition from Key Stage 2 to Key Stage 3 in order to ensure the curriculum builds on the learning that has taken place at Primary school and can be extended by a focused and challenging Key Stage 3 curriculum.