



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

In 2019-20 the grant received to Rainford High School totalled £7564

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

HLTA's are employed in Literacy and Maths to support catch up 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.

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 programme to aid lower level readers. This will include many different programs and approaches. We use a number of different resources and intervention packages depending on the students difficulties (IDL, Deat dyslexia, Nessy, Read write ink, PAT, The Hickey Multisensory Language Programme) focuses 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. Pupils access this throughout the whole year, for 50 mins per week. For students who need 1:1 intervention the catch-up numeracy plan is followed 3 15 minute sessions 1:1 per week.

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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 2019-20

47 students came in below expected in Maths

2 on Catch Up Numeracy and
44 IDL intervention
5 Personalised Maths intervention

By the end of the July 2020 in Maths 27 students working at expected, 14 students working towards and 6 students working below.

73 students came in below expected in English
23 English catch up interventions
61 on Literacy and IDL intervention.

Intervention had a positive impact on these students resulting in increased reading ages.

By the end of the July 2019 in English – 1 student working above, 40 students working at expected 24 students working towards, 8 Students working below.

37 students were below expected on entry in both Maths and English.
14 of these were below 90 in English and Maths in SATS and these students put in to EXCEL for a personalised curriculum.

Catch Up Interventions

In additional 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 series of 6 sessions whilst being withdrawn from lessons (Once a week). This is reviewed every half term to see if the intervention is having impact. These sessions focus on key areas through the Maths mastery program, baseline testing is done 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 see if the intervention is having impact. These interventions can be delivered in small groups or one to one. These interventions may take a different focus depending on need (E.G. grammar, word reading, reading comprehension, spelling, phonological awareness, English interventions, handwriting) focus of these sessions to ensure students have a confident grasp on how to approach any written and reading task across the curriculum.

As a result of these interventions, combined with high quality teaching and learning, these 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. 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 visits 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. It 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 focus on English and Maths skills.

This wasn't able to happen because of covid this year, but we added extra transition in September to support out new starters.

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.