

Magdalen College School

Yr 7 Catch-up Evaluation 2018-19

Funding allocation: £12000

25 students were identified as failing to meet the expected standard in Reading at the end of KS2. These students, along with all others in their year group, were screened for Reading Age using the National Group Reading Test (NGRT) produced by GL Assessment. The reading ages produced by this screening were used to identify the groupings for small class interventions.

In a change to previous years we used the Ruth Miskin 'Fresh Start' programme and established more frequent interventions with each group running for 1 hour on 4 days a week. While this had an impact on more subjects for students, the lessons missed were spread across the timetable and so there was no withdrawal from whole subjects or aspects of the curriculum. The allocation of a consistent time slot (e.g. Lesson 2) also helped to improve attendance and engagement from students.

Our Lead LSA (Literacy) had received full training in the Ruth Miskin approach along with LSA colleagues and teachers from the English faculty as part of a SWAN network initiative, and some units had been delivered at the end of 2017-18. Intervention groups were finalised using the Ruth Miskin assessment tool, and arranged with different starting points.

Of the 25 students who had catch-up intervention using this model ALL made progress through the Ruth Miskin scheme. Those with the middle starting points made less progress than their peers, but all made significant gains (8, 7 and 9 units).

The evidence of progression through the scheme is strong, and with experience adjustments are planned for the new cohorts in 2019-20. Key actions for improvement are:

- Earlier start to intervention groups (possible now training completed)
- More frequent quality assurance visits to intervention sessions to develop pedagogical approaches to meet the needs of all learners
- Ensure that students in need of further support at the end of Year 7 transition either to another group or different provision
- Review the idea of re-testing with NGRT to provide a different data point for measuring progress

The full allocation of funding is used in providing this literacy intervention. The cost of the intervention is in excess of the funding. Numeracy catch-up is an area for further development in 2019-20, although the whole school data shows that students go on to make good progress in Maths.

September 2019