



Eastbrook School

Use of the Year 7 Catch-up Premium

2015/16

Reading Schemes

We run a number of reading schemes including funding the Accelerated Reader Programme, the Bug Club package and have maintained sufficient staffing to ensure regular intensive reading lessons for those most in need of support. Reading development initiatives are directed towards key groups of students and tailored to specific need; two aimed at low attaining students and led through SEN and one aimed at improvements to whole class teaching through enhanced reading for meaning and inference.

Teaching Assistants – supporting reading

The Teaching Assistants at Eastbrook School are highly valued by students and support the enhanced progress of not only the students that they directly support but also the rest of the class. They work both in class alongside the teacher and with small groups or individual students providing intensive tuition. The focus of the work of Teaching Assistants at Eastbrook School is wholly focused upon learning and progress. There are 2 HLTAs in the school and one currently undertaking training to become a teacher. All TAs are trained by the school to ensure that they are skilled in supporting students with additional needs. Additional reading support is provided by TAs to identified students as part of their pastoral programme.

Small Group Intervention – English & Mathematics

In Year 7 we have timetabled English and Mathematics classes with targeted students delivered by specialist staff with TA support

The year 7 curriculum also has an extra hour given to deliver literacy through the history curriculum with staff in the department among a number in school having received training in using reciprocal reading techniques with UEL.

Why we are spending the money this way:

We have proven success in using these methods of intervention to support pupils to make progress and achieve. Impact of interventions is evaluated through in school tracking of pupil progress every half-term. 2014-15 data shows that for pupils at or below Level 3 in English and/or Mathematics, the gap is being closed with a greater percentage of students (90+) making progress in both English and Mathematics than the cohort average.