

Year 7 Catch Up Funding Report 2017/18

This report shows how we have used funding to support students who came in below expected standard in English and Maths.

Literacy

Literacy intervention has taken the form of:

- (a) Arrow- a directed learning intervention aimed at improving reading and spelling ages. This is an intensive 2 week programme. It records reading and spelling ages at the beginning and end of the programme.
- (b) Spelling Mastery- this can be done at a range of levels to meet the precise needs of students. It records success by recording the number of correct spellings throughout the programme
- (c) Small group English Intervention between September and December
- (d) Reduced class-sizes for set 4 in English and TA support in lessons
- (e) Increased literacy focus as part of the nurture group provision in Y7

Forename	Grammar	Reading	Intervention received	Arrow Gains in months		Spelling Mastery gains in correct words out of 25	
				Reading	Spelling	Start	End
Student A	82	92	Left the school				
Student B	85	96	Left the school				
Student C	87	97	Arrow & SPMc	Results still to come		10	12
Student D	88	88	Arrow & SPMb	4	1.2	9	23
Student E	90	87	Arrow & SPMc	5	7.2	8	14
Student F	90	104	No Int				
Student G	90	87	Arrow & SPMc	Didn't attend		8	11
Student H	91	91					
Student I	92	88	Arrow & SPMb	7	6	20	19
Student J	92	98					
Student K	92	92	Arrow & SPMc	9	3.6	10	16
Student L	92	94	Arrow	13	9.6		
Student M	92	89	Arrow & SPMc	6	6	16	24
Student N	92	91	Arrow & SPMc	0	9.6	7	8
Student O	93	103					
Student P	93	85	Arrow & SPMb	8	1.2		
Student Q	93	86	Left the school				
Student R	93	100	Arrow	9	2.4		
Student S	95	91	Arrow	11	7.2		
Student T	95	98	No Int				
Student U	96	91	Arrow	7	15.6		
Student V	96	87	Anomoly on retest				

Summary

The most noticeable impact has been with Arrow intervention. This has dramatically improved both the reading and spelling ages of some students. Similarly, Spelling Mastery has led to improved spelling scores in all but one student.

The small group English intervention was less effective as some students were reluctant to leave timetabled lessons in the Arts to do this. This was also impacted by staff absence.

The model of using the Humanities nurture group as a platform for literacy focus has provided a useful curriculum context for skill development.

Numeracy

Numeracy intervention takes the form of:

- Smaller groups for set 4 with additional TA support
- Catch Up Numeracy
- Small group intervention (half termly) with SENCO

Surname	Forename	SEN Status	Pupil Premium Indicator	Y7 MA Potential Grade Y7	Progress MA4 Y7 Tracking 4	ATL MA4 Y7 Tracking 4	Sep-17	Mar-18	INTERVENTION INDICATOR	TYPE OF INTERVENTION		
							NUMBER AGE	PERCENTILE			NUMBER AGE	PERCENTILE
A	K			2B	-1	1	09:09	11	09:09	7	YES	Catch-Up
B	K			2C	-1	3	10:07	32	10:07	22	YES	1 to 1
C	N			2C	-1	3	10:01	22	11:02	37	YES	Liz
D	E			1A	0	3	09:05	11	10:07	18	YES	1 to 1
E	K			2A	-1	3	10:04	24	10:04	16	YES	Catch Up and Senco
F	N			2B	-1	3	10:07	34	11:02	37	NO	
G	N	Y		1A	0	4	10:01	24	10:07	26	YES	Catch Up and Senco
H	N	Y		2B	0	4	11:02	45	11:06	50	YES	Senco
I	K			1B	0	4	07:01	1	09:05	11	YES	Catch Up and Senco
F	K			2B	0	4	10:04	26	10:07	22	NO	
G	K	Y		2A	-1	2	08:10	6	10:04	12	NO	
H	K			2B	-1	3	09:02	9	08:00	2	YES	Senco
I	N			2C	0	3	10:01	18	11:02	32	NO	
J	N			2C	0	3	10:04	28	11:02	37	NO	
K	K			1A	0	4	07:01	1	09:05	11	YES	Catch Up and Senco
L	N			1A	0	4	09:05	9	08:10	4	YES	Catch Up and Senco
M	K			1B	0	2	07:05	1	07:08	1	YES	Senco
N	K	Y		1B	0	2	09:02	11	09:02	7	YES	1 to 1
O	K	Y		2C	-1	2	07:01	1			YES	Liz

Summary

Generally the results in Maths have been more mixed in terms of quantitative indicators. However the class teachers and HLTa's have reported that interventions have increased student confidence and engagement in Maths and are likely to have cumulative benefits over time.

The Catch Up Numeracy project has proved to have impact only with the most weak students. It is a very prescriptive programme that must be followed to the letter. This has proved difficult within our lesson structure but has worked at registration.

There is a debate as to what to cover in intervention sessions. For example, time has been spent on concepts such as time, money and literacy in Maths. These may not directly impact on data outcomes initially but will lead to improved confidence and life skills for students.

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