

Year 7 English and Mathematics catch-up premium report 2017 - 2018

The English and Mathematics catch-up premium gives schools additional funding to support year 7 students who did not achieve the expected standard in reading, grammar, punctuation and spelling or mathematics at the end of Key stage 2.

The Iffley Academy received additional funding of £11,459 in 2017 - 2018.

Following the academy's move away from assessing students using the National Curriculum levels, P scales and equivalent points scores, outcomes are now measured as % of the competencies met for each year of the NC programme of study from the new National Curriculum in England Key stages 1 and 2 framework document.

This year catch-up premium was used to develop mathematical skills across all programmes of study and to develop literacy skills in phonics (Sound Reading System) and comprehension skills.

At the beginning of the academic year, year 7 attainment was measured through a series of baseline assessments. The specific areas of challenge of each learner was then identified and a clear intervention pathway was created. This offer supported 25 students in year 7 delivered through 1:1 work, small group work and the introduction of new software for all year 7 classrooms.

Notable headlines:

- The cohort of year 7 learners made outstanding progress across all strands in Mathematics, specifically developing strategies for learning in the fundamental aspects eg. Number, where students made on average over one year's progress
- 89% of learners in Mathematics met or exceeded their targets which were set by class teachers at the beginning of the year
- A three-year trend of increased Year 7 progress was established in the fundamental skills eg. Number (0.53 0.71 1.03)
- Year 7 students continue to make outstanding progress in Reading, Writing and Spoken Word exceeding the whole school average
- 100% of targeted Year 7 students exceeded their expectations in English and were more able to utilise the fundamental aspects of the English curriculum

Review of Mathematics Action Plan

Action	Duration	Cost	Lead Staff	Outcomes
<p>To support pupils who are yet to achieve stage 1 in number, making 20% progress throughout the year.</p> <p>To further improve basic number recognition and counting ability in 1's, 2's, 5's and 10's to 100.</p>	<p>x 1 hour per week.</p> <p>Terms 3 - 6</p>	£800 for 4 terms.	AW– support staff leading intervention	<p>Group A (4 students)</p> <ul style="list-style-type: none"> 100% exceeded their target. 75% made at least 50% progress. 100% of pupils are secure in counting in 2's and 10's. <p>In Group A 50% of pupils are secure in counting in 2's, 5's and 10's.</p>
<p>To support pupils who are yet to achieve stage 1 in number, making 20% progress throughout the year.</p> <p>To further improve basic number recognition and counting ability in 1's, 2's, 5's and 10's to 100.</p>	<p>x 1 hour per week.</p> <p>Terms 3 - 6</p>	£800 for 4 terms.	AW– support staff leading intervention	<p>Group B (4 students)</p> <ul style="list-style-type: none"> 75% exceeded their targets 50% of pupils are secure in counting in 2's, 5's and 10's. <p>In Group B 50% of pupils are secure in counting in 2's, 5's and 10's.</p> <p>In Group A and group B 87% of learners exceeded their targets.</p>
<p>To support pupils who are working towards achieving stage 2, in order to be able to read and respond to real life word problems, involving money.</p>	<p>x 1 hour per week.</p> <p>Terms 3 - 6</p>	£800 for 4 terms.	AW– support staff leading intervention	<p>Group C (6 students)</p> <ul style="list-style-type: none"> 100% exceeded their targets 100% made upper quartile progress which is outstanding

To further improve pupils' understanding of word problems, in relation to money.				In Group C all learners were able to read and understand word problems relating to money using all four operations (focusing on a different operation each term).
<p>To ensure Year 7 pupils make at least 20% progress in the measurement, focusing on key life skills.</p> <p>To further support pupils when using and understanding money.</p>	<p>x 1 hour per week.</p> <p>Terms 3 - 6</p>	£800 for 4 terms.	AW– support staff leading intervention	<p>Group D (3 students)</p> <ul style="list-style-type: none"> • 100% of learners exceeded their targets. • 67% made upper quartile progress. <p>In Group D 67% of pupils met all stage 1 competencies. Student A almost completed 100% of money stage 2 competencies.</p>
<p>To enhance interactive resources available to pupils both in school and out of school, building on skills taught in the classroom.</p> <p>To continue to subscribe to active Learn which is used to plan and deliver mathematics within the Tate gallery.</p>	<p>Available at all times when needed as well as a home learning resource.</p> <p>(already purchased)</p>	£1000 per year	DG Learning manager for mathematics	<p>The cohort of year 7 learners made outstanding progress across all strands in mathematics.</p> <ul style="list-style-type: none"> • 89% of learners in mathematics met or exceeded their target • 36% of year 7 pupils have engaged with the interactive resources through home learning • 100% of teachers use Active Learn to plan deliver lessons • 100% of mathematics lessons observed were judged Good or Outstanding.

<p>To further enhance teaching resources, ensuring Numicon is introduced to lower ability learners, yet to achieve level one. To use this to support pupils in group A and B as stated above.</p>	<p>To be purchased by the end of term 1 ready for interventions.</p> <p>(already purchased)</p>	<p>£120</p>	<p>DG Learning manager for mathematics</p>	<ul style="list-style-type: none"> 89% of learners in mathematics met or exceeded their target 96% exceeded their target in measure 28% made upper quartile progress which is outstanding <p>In Group A and group B 87% of learners exceeded their targets. In Group A 50% of pupils are secure in counting in 2's, 5's and 10's. In Group B 50% of pupils are secure in counting in 2's, 5's and 10's.</p>
<p>To support pupils who are yet to achieve stage 1 in number, making over 20% progress throughout the year.</p> <p>To further improve multiplication and division facts</p>	<p>x 1 hour per week.</p> <p>Terms 3 – 6</p>	<p>£400 for 4 terms.</p>	<p>DG Learning manager for mathematics</p>	<p>Group E (4 students)</p> <ul style="list-style-type: none"> 100% of learners exceeded their targets. 100% made upper quartile progress, which is outstanding. <p>In Group E 75% of pupils are secure with their x2, x5 and x10 table facts.</p>
<p>To support pupils who are yet to achieve stage 1 in number make over 20% progress throughout the year.</p> <p>To further improve multiplication and division facts</p>	<p>x 1 hour per week.</p> <p>Terms 3 - 6</p>	<p>£400 for 4 terms.</p>	<p>DG Learning manager for mathematics</p>	<p>Group F (4 students)</p> <ul style="list-style-type: none"> 100% of learners exceeded their targets. 100% made upper quartile progress which is outstanding <p>In Group F 50% of pupils are secure with their x2, x5 and x10 table facts.</p>

Review of English Action Plan

Action	Duration	Cost	Lead Staff	Outcomes
<p>To support students who are yet to achieve 25% of Stage 1 in writing to make 24% progress throughout the year.</p> <p>Talk for writing and guided writing approach in intervention sessions.</p>	<p>x1 hour per week.</p> <p>4 terms</p>	£800 for 4 terms.	AW– support staff leading intervention	<p>Group A (4 students):</p> <ul style="list-style-type: none"> • Student A has now achieved 100% of Stage 1 (outstanding progress) • Students B, C and D have achieved 35%/37% of Stage 1. • 100% can say sentences aloud before writing • 100% can use some capital letters • 75% can begin to punctuate with full stops and capital letters • 100% have improved handwriting
<p>To support students who are yet to achieve 40% of stage 1 in writing to make 24% progress throughout the year.</p> <p>Talk for writing and guided writing approach in intervention sessions.</p>	<p>x1 hour per week.</p> <p>4 terms</p>	£800 for 4 terms	AW– support staff leading intervention	<p>Group B (3 students):</p> <ul style="list-style-type: none"> • 100% students have completed Stage 1 • 100% exceeded writing targets • 2 students made outstanding progress and 1 made good progress • 100% can say a sentence aloud before writing • 33.3% can discuss punctuation • 100% include at least one function of capital letters • 33.3% includes capital letters for names, places and days of the week • 100% begin to punctuate with full stops and capital letters
<p>To support students who are yet to achieve 40% of stage 1 in writing to</p>	<p>x1 hour per week.</p>	£800 for 4 terms.	AW– support staff leading intervention	<p>Group C (3 students):</p> <ul style="list-style-type: none"> • 100% exceeded the target

<p>make 24% progress throughout the year.</p> <p>Talk for writing and guided writing approach in intervention sessions.</p>	<p>4 terms</p>			<ul style="list-style-type: none"> • 2 students made outstanding progress and 1 made good progress • 100% are near completion of Stage 1 and have achieved competencies in Stage 2 • 100% can discuss sentences • 66.6% can discuss punctuation • 100% begin to punctuate with full stops and capital letters • 100% can use capital letters for names, places and days of the week • 100% have begun to use question marks
<p>To support students who are yet to achieve Stage 1 in reading and writing to make 24% progress throughout the year.</p> <p>Two terms for reading and two terms for writing.</p> <p>Talk for writing and guided writing approach in intervention sessions. Intervention following SRS.</p>	<p>x1 hour per week.</p> <p>4 terms</p>	<p>£800 for 4 terms.</p>	<p>AW– support staff leading intervention</p>	<p>Group D (4 students)</p> <ul style="list-style-type: none"> • 100% exceeded both reading and writing targets • 100% made outstanding progress in reading and writing <p>Writing:</p> <ul style="list-style-type: none"> • 75% can discuss punctuation when re-reading work • 100% have begun to use full stops and capital letters • 50% have begun to use question marks • 75% can use capital letters for at least two of the following: names, places and days of the week • 25% can use capital letters for all of the above <p>Reading:</p> <ul style="list-style-type: none"> • 100% can read a book of their choice • 25% can use phonic knowledge

<p>To support students who are yet to achieve Stage 1 in reading and writing to make 24% progress throughout the year.</p> <p>Two terms for reading and two terms for writing.</p> <p>Talk for writing and guided writing approach in intervention sessions. Intervention following SRS.</p>	<p>x 1 hour per week.</p> <p>4 terms</p>	<p>£800 for 4 terms.</p>	<p>AW– support staff leading intervention</p>	<p>Group E (5 students)</p> <ul style="list-style-type: none"> 100% exceeded their reading and writing targets 100% made outstanding progress in reading 80% made outstanding progress in writing <p>Writing:</p> <ul style="list-style-type: none"> 100% can discuss punctuation when re-reading work and have begun to use full stops and capital letters. 20% have begun to use question marks 100% can use capital letters for at least one of the following: names, places and days of the week 60% use capital letters for at least two of the above. <p>Reading:</p> <ul style="list-style-type: none"> 100% can read a book of their choice 80% can use phonic knowledge
<p>To support students who are yet to achieve Stage 1 in reading (but have achieved writing) to make 24% progress throughout the year. Intervention following SRS.</p>	<p>x 1 hour per week.</p> <p>2 terms</p>	<p>£400 for 4 terms.</p>	<p>AW– support staff leading intervention</p>	<p>Group F (3 students):</p> <ul style="list-style-type: none"> 100% exceeded the target 2 students made outstanding progress 1 student has now achieved Stage 1 in reading 66.6% can give alternative sounds for graphemes 33.3% can use different strategies to work out unfamiliar words 100% can read a book of their choice

				<ul style="list-style-type: none"> 100% can read words containing taught GPCs ending: s, ing, ed.
<p>To support Year 7 students who have completed Stage 1 competencies in reading and writing by extending their writing skills further into Stage 2.</p> <p>Use of Rapid-Plus writing to extend.</p>	<p>x 1 hour per week.</p> <p>2 terms</p>	<p>£400 for 4 terms.</p>	<p>AW– support staff leading intervention</p>	<p>Group G (3 Year 7 students)</p> <ul style="list-style-type: none"> 100% exceeded both targets 2 students mastered Stage 3/4 competencies in reading and 100% mastered Stage 3/4 writing competencies 100% made outstanding progress in writing 2 students made outstanding progress in reading & 1 student made 57% progress (3% more required for outstanding progress) 100% can use full stops, capital letters & question marks accurately 66.6% can use exclamation marks accurately 100% can build up simple character, setting and narrative.

Extra costs:

- Phonic texts
- Rapid-Plus writing books for group G
- Lego/play dough to support talk for writing