



Year 7 English and Mathematics catch-up premium report 2018 - 2019

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 £11,001 in 2018 – 2019 for the 24 new Year 7 students.

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 24 students in year 7 delivered through 1:1 work, small group work and the introduction of new software for all year 7 classrooms.

The following pages outline how the grant was allocated and the associated outcomes.

Year 7 Mathematics Action Plan Review 2018 - 2019

Linked Raising Achievement Plan Objective: To further improve outcomes for specific groups of students in Mathematics, ensuring that a) all students continue to make Outstanding progress, making an average minimum of 60% progress in aggregated Mathematics, b) students with a primary need of ASC make an average minimum of 52% progress in their aggregated Number progress, and c) 100% of students leave Iffley Academy with accreditation in Mathematics, 85% achieving their target accreditation outcomes.

Noticeable achievements:

- Year 7 students have made an average of 0.86% progress across the academic year, which is Outstanding progress.
- Year 7 students have made an average of 0.78% progress in number across the academic year, which is Outstanding progress.
- Year 7 students have made an average of 0.79% progress in geometry across the academic year, which is Outstanding progress.
- Year 7 students have made an average of 0.75% progress in measure across the academic year, which is Outstanding progress.
- Year 7 students have made an average of 1.14% progress in statistics across the academic year, which is Outstanding progress.
- Year 7 students outperform the average school cohort by 0.24% of a stage

Action	Duration	Cost	Lead Staff	Outcomes	Group
<p>To support pupils with ASC working towards stage 1 in number to make 52% 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>	<p>£400 for 4 terms.</p>	<p>AW– support staff leading intervention</p>	<p>Pupils will be able to correctly read and form numbers to 100.</p> <p>Pupils will have increased independence in their ability to count in 1's, 2's, 5's and 10's.</p> <p>Pupils will meet their expected targets set.</p>	<p>Group A: (3 students)</p> <ul style="list-style-type: none"> • 100% made at least 52% progress. • 100% exceeded target set for number • In groups A and B all learners have achieved counting in at least one of these areas.

					<ul style="list-style-type: none"> • 2 learners have secured independent counting in 1's, 2's 5's and 10's to 100 in their BSquared assessments.
<p>To support pupils with ASC (CL) working towards stage 1 in number make 52% 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>	<p>£400 for 4 terms.</p>	<p>AW– support staff leading intervention</p>	<p>Pupils will be able to correctly read and form numbers to 100. Pupils will have increased independence in their ability to count in 1's, 2's, 5's and 10's. Pupils will meet their expected targets set.</p>	<p>Group B (3 students) (CL focus group)</p> <ul style="list-style-type: none"> • 67% made at least 52% progress in Number. • 67% exceeded target set for Number. • In groups A and B 87% of learners have made at least 52% progress in Number.
<p>To support pupils who are working towards achieving stage 2 in ensuring they make 60% progress, by securing multiplication facts for x2, x5 and x10 tables and division equivalents.</p> <p>To further improve pupils understanding of word problems, in relation to these facts.</p>	<p>x 1 hour per week.</p> <p>Terms 3 - 6</p>	<p>£400 for 4 terms.</p>	<p>AW– support staff leading intervention</p>	<p>Pupils will be able to correctly recall multiplication and division facts for the x2, x5, and x10 tables. Pupils will meet their expected targets set.</p>	<p>Group C (6 students)</p> <ul style="list-style-type: none"> • 50% made at least 60% progress in Number. • 100% exceeded target set for Number. • In groups C and D 58% of learners have made at least 60% progress in Number.

<p>To support pupils who are working towards achieving stage 2 in ensuring they make 60% progress, by securing multiplication facts for a range of times tables tables and division equivalents.</p> <p>To further improve pupils understanding of word problems, in relation to these facts.</p>	<p>x 1 hour per week.</p> <p>Terms 3 - 6</p>	<p>£400 for 4 terms.</p>	<p>AW– support staff leading intervention</p>	<p>Pupils will be able to correctly recall multiplication and division facts for a range of times tables. Pupils will meet their expected targets set.</p>	<p>Group D (6 students)</p> <ul style="list-style-type: none"> • 67% made at least 60% progress in Number. • 100% exceeded target set for number • In groups C and D 75% of learners have secured BSquared statements in multiplication and division facts at stage 2.
<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>£1000 per year</p>	<p>DN Learning manager for mathematics</p>	<p>Pupils will meet their end of year targets set across all areas of mathematics, through the use of interactive resources.</p>	<ul style="list-style-type: none"> • 33% year 7 pupils have engaged with the interactive resources through home learning. • 100% of teachers use Active Learn to plan deliver Good/ Outstanding lessons. • 100% of Maths lessons observed were judged as 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 2 ready for interventions.</p>	<p>£120</p>	<p>DN Learning manager for mathematics</p>	<p>Pupils will be able to use Numicon to secure their understanding of counting in 2's, 5's and 10's, beginning to understand how this can be used to solve multiplication sums. Year 7 pupils will make an average minimum of 60% progress in this area.</p>	<ul style="list-style-type: none"> • 86% of pupils working in stage 1 exceeded their target in number. • In groups A and B 43% of learners have achieved counting in at least one of these areas. 2 learners have secured counting independently in 1's, 2's 5's and 10's to 100.
<p>To further improve multiplication and division facts to ensure pupils make 60% progress.</p> <p>To begin to introduce written methods</p>	<p>x 1 hour per week. Terms 3 – 6</p>	<p>£400 for 4 terms.</p>	<p>DN Learning manager for mathematics</p>	<p>Pupils will be secure in a wider range of multiplication facts and be able to use facts to solve a range of problems. Pupils will begin to use these facts to answer written methods. Pupils will meet their expected targets set.</p>	<p>Group E (4 students)</p> <ul style="list-style-type: none"> • 100% of Group E students made at least 60% progress in Number. • 100% of pupils in Group E exceeded target set in number. • In groups E 50% of learners have met some competencies of written methods.
<p>To use written methods to add, subtract, multiply and divide up to 3 digit numbers.</p>	<p>x 1 hour per week. Terms 3 - 6</p>	<p>£400 for 4 terms.</p>	<p>DN Learning manager for mathematics</p>	<p>Pupils will be able to use all four operations to solve problems using three digit numbers.</p>	<p>Group F (2 students)</p> <ul style="list-style-type: none"> • 50% made at least 60% progress in Number.

				Pupil will make an average minimum of at least 60% progress during the year.	<ul style="list-style-type: none"> • 100% exceeded target set for Number. • In Groups F 100% of learners have achieved competencies in using written methods to add, subtract. Multiply and divide 3 digit numbers.
<p>To enhance interactive resources available to pupils in school, building on skills taught in the classroom.</p> <p>To purchase ICT equipment that can further enhance the additional intervention groups and visual resources available to them.</p>	To be purchased by the end of term 2.	£2000	DN Learning manager for mathematics with support for SLT and the ICT team.	As the laptops will provide further visual supports this aim is that students with a primary need of ASC make an average minimum of 52% progress in their aggregated Number progress.	<ul style="list-style-type: none"> • 100% of all Year 7 pupils have exceeded their end of year targets in Statistics. • 60% of all Year 7 pupils have exceeded their end of year targets in Geometry. • 60% of all Year 7 pupils have exceeded their end of year targets in Measure. • 89% of all Year 7 pupils have exceeded their end of year targets in number.

Year 7 English Action Plan Review 2018 - 2019

Linked Raising Achievement Plan Objective: To further improve outcomes for specific groups of students in English, ensuring that a) girls make an average minimum of 60% progress in their aggregated English progress, b) all students make an average minimum of 60% progress in their Spoken Word progress, and c) students with a primary need of ASC make an average minimum of 56% progress in their aggregated English progress.

Noticeable achievements:

- Year 7 students have made an average of 0.76% progress across the academic year in English, which is Outstanding progress.
- Year 7 students have made an average of 0.71% progress across the academic year in Reading, which is Outstanding progress.
- Year 7 students have made an average of 0.71% progress across the academic year in Writing, which is Outstanding progress.
- Year 7 students have made an average of 0.85% progress across the academic year in Spoken Word, which is Outstanding progress and a significant increase from 2017/2018 (0.66).
- 100% of English lessons observed were graded Good or Outstanding

Action	Duration	Cost	Lead Staff	Outcomes
<p>To support ASC pupils working towards Stage 1 in reading and writing make 56% progress throughout the year.</p> <ul style="list-style-type: none"> • SRS • Talk for writing and guided writing approach in intervention sessions. 	<p>1 hour per week. Terms 3 - 6</p>	<p>£400 for 4 terms.</p>	<p>AW– support staff leading intervention</p>	<p>Group A 3 students (75%) have achieved Stage 1 in both reading and writing and exceeded 56% progress 1 student (25%) is on 0.93 for reading and 0.86 for writing 75% have made exceeded 56% progress in both reading and writing</p> <p>Group B</p>

				4 students (100%) have achieved Stage 1 in both reading and writing and exceeded 56% progress
<p>To support pupils working towards Stage 1 in reading and writing make 60% progress throughout the year.</p> <ul style="list-style-type: none"> • SRS • Talk for writing and guided writing approach in intervention sessions 	<p>1 hour per week. Terms 3 - 6</p>	<p>£400 for 4 terms.</p>	<p>AW– support staff leading intervention</p>	<p>Reading 3 students (75%) have exceeded 60% progress</p> <p>Writing 1 student (25%) exceeded 60% progress 2 students (50%) made 59% and 57% progress 1 student (25%) made 23% progress</p>
<p>To support pupils working towards Stage 1 in reading and writing make 60% progress throughout the year (ASC 56%).</p> <ul style="list-style-type: none"> • SRS • Talk for writing and guided writing approach in intervention sessions 	<p>x 1 hour per week. Terms 3 - 6</p>	<p>£400 for 4 terms.</p>	<p>AW– support staff leading intervention</p>	<p>Group D 100% exceeded 60% in progress in writing 1 student exceeded 60% progress in reading</p> <p>Group E 100% exceeded 60% progress in both reading and writing</p>

<p>To support pupils who are working towards achieving stage 2 in reading and writing ensuring they make 60% progress.</p> <ul style="list-style-type: none"> • Build on SRS • Talk for writing and guided writing approach in intervention sessions. 	<p>1 hour per week. Terms 3 – 6</p>	<p>£400 for 4 terms.</p>	<p>AW– support staff leading intervention</p>	<p>Group F Writing 1 student (50%) exceeded 60% 1 student made 26% progress</p> <p>Reading 100% made good progress but neither student made 60% (42% & 51%)</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>Subscribe to Pearsons Rapid Phonics and Rapid Reading which is used for Catch up groups and</p>	<p>To be purchased by the end of term 2.</p> <p>Available for each Year 7 Catch up session and at all times when needed as well as</p>	<p>On-line subscription and texts in Year 1:</p> <p>Rapid Phonics = £989.91 (57 texts) (£100 per year thereafter)</p>	<p>DT Learning manager for English</p>	<p>The school purchased Persons Rapid Phonics and Rapid reading. All students have access to this and ICT equipment is now available for at least one SRS lesson per week for every group. DT will deliver further training and guidance.</p>

<p>available for teachers in Tate and Louvre Galleries.</p>	<p>a home learning resource.</p>	<p>Rapid Reading = £2001 (single copy of each text) (£300 per year thereafter)</p>		<p>Still to purchase headphones for improved access. Access to visual, auditory and interactive resources will enhance the students' experience of reading and the intervention delivery. This will support ASC students in achieving at least 52% progress and whole school at least 60% progress 2019-20.</p>
<p>To enhance interactive resources available to pupils in school, building on skills taught in the classroom.</p> <p>To purchase x2 laptops that can further enhance the additional intervention groups and visual resources available to them.</p>	<p>To be purchased by the end of term 2.</p>	<p>£1000</p>	<p>DT Learning manager for English with support for SLT and the ICT team.</p>	<p>AW has access to the Rapid Reading and Rapid Phonics for delivery to intervention groups.</p>