

Students in receipt of catch-up funding

Mid-term report

Background

Students who arrive in September with KS2 scores below secondary level expectation are notified as 'not secondary ready'. Additional funding is available to secondary schools to support these students so that they make rapid progress to access secondary curriculum.

How we use year 7 literacy and numeracy catch-up premium

We identify pupils who need extra support from the year 7 catch-up premium, so we can decide the best way to use the funding.

In-school baseline testing and/or teacher assessment is used to pin-point the areas of weakness.

From September 2018, will use the question level analysis function (QLA) in the Analyse School Performance (ASP) service, formerly RAISEonline, to identify specific areas to focus on with New Year 7s who haven't reached the expected standard in key stage 2 tests.

- mathematics
- reading
- grammar, punctuation and spelling

Our strategies to support have included the following methodologies;

- individual tuition
- intensive small-group tuition
- external materials

In deciding, we used the following guidelines:

Literacy and numeracy catch-up strategies: <https://www.gov.uk/government/publications/literacy-and-numeracy-catch-up-strategies>

The Education Endowment Foundation: <https://www.gov.uk/guidance/year-7-literacy-and-numeracy-catch-up-premium-guide-for-schools#allocations-for-the-financial-year-2017-to-2018>

Executive Summary

The school remains guided by key documents around the best use of catch-up funding to inform intervention. Strategies are taken from 'Literacy and numeracy catch-up strategies' (2017) and The EEF 'toolkit'. Previous year's students, who were in receipt of catch-up funding, are making progress on par with their peers. In-school monitoring suggests no variation in outcomes (progress or attainment) for this small group of students.

During 2017-18, the progress made in English is less strong. We have changed our intervention plan accordingly (in December 2017).

From September 2018, we plan to make use of the more detailed analysis available, around KS2 outcomes.

We plan to review progress in April 2018. The target set for English students is that 75% of students will have caught-up and that for maths, where progress has been evidently stronger, 90% of students will have caught-up.

An intervention strategy has been agreed with The Head of English involving staffing changes to target key individuals.

Reporting accountability

We are obliged to show the following (on our website)

- our funding allocation for the current academic year
- details of how we intend to spend our allocation
- details of how we spent our previous year's allocation
- how last year's allocation made a difference to the attainment of the pupils who benefit from the funding

Funding received

Previous year's spending impact

Maths: <http://www.emmbrook.wokingham.sch.uk/media/1643187/y7-maths-catch-up-strategy.pdf>

English: <http://www.emmbrook.wokingham.sch.uk/media/1643201/y7-english-catch-up-strategy.pdf>

Funding for 2017-18:

TBC by Finance

English Department Report: Year 7 Not Secondary Ready Students (Autumn Term 2017)

Identified Pupils

On entering the school in September 2017 there were 31 students identified by their KS2 performance as 'Not Secondary Ready'. Their names and reading scaled scores are detailed below:

Surname Forename	KS2 Reading Scaled Score Key Stage 2 Validated Result
XXXXXXXXXX	96
XXXXXXXXXX	97
XXXXXXXXXX	94
XXXXXXXXXX	98
XXXXXXXXXX	96
XXXXXXXXXX	90
XXXXXXXXXX	91
XXXXXXXXXX	95
XXXXXXXXXX	92
XXXXXXXXXX	98
XXXXXXXXXX	91
XXXXXXXXXX	91
XXXXXXXXXX	98
XXXXXXXXXX	99
XXXXXXXXXX	99
XXXXXXXXXX	88
XXXXXXXXXX	99
XXXXXXXXXX	98
XXXXXXXXXX	84
XXXXXXXXXX	90
XXXXXXXXXX	81
XXXXXXXXXX	91
XXXXXXXXXX	98
XXXXXXXXXX	98
XXXXXXXXXX	85
XXXXXXXXXX	98
XXXXXXXXXX	96
XXXXXXXXXX	87
XXXXXXXXXX	88
XXXXXXXXXX	95

Intervention Pedagogy

These students were placed in sets taught by specialist English teachers. During the Autumn term the several interventions were put in place. An overview is as follows:

- Students were identified by the class teacher and this information was taken into account when arranging seating plans, planning lessons and assessing students' work with Personalised Learning Checklists.
- Specialist TLA support was provided for those students considered to be most in need.
- Extra intervention lessons taught by LMA were put in place.
- Resources were differentiated appropriately (to provide both support and challenge) for all students.
- Majority of assessment throughout the term was completed using formative feedback (in accordance with the school's marking policy). Students were given clear advice to make improvements and were encouraged to do so with the use of 'Purple Pens of Progress'.
- A formal assessment was given (using PiXL's AQA style Key Stage 3 test pack) using the 9-1 framework. More detailed information on all the personalised intervention strategies used by each classroom teacher is provided on the attached spreadsheet.

In addition, the Scheme of Learning for this term was specifically designed to develop the key skills required for the new GCSE curriculum and will support students in developing their reading and writing in line with the new Assessment Objective. These skills are as follows:

- Reading for meaning (class novel and poetry texts)
- Inference and deduction
- Understanding character
- Exploring the effect of writer's methods: form, language and structure
- Understanding the impact of contextual relevance when reading a text.
- Independent reading (through reading journals)
- Developing key literacy skills for writing: punctuation, sentence structure, text organisation.

Impact

While more detailed information on each of the students' CLA grades can be found on the attached spreadsheet, an overview can be found below. An updated Secondary Ready judgement has been provided based on projected achievement at GCSE following the departmental flightpath.

Grades:	Secondary Ready Judgement	No of Pupils
P3-1M	RED: Not Yet Secondary Ready	19
1H	Amber: Nearly Secondary Ready	5
2L-2H	Green: Secondary Ready	7

Moving Forward: Spring Term 2018

Red: The 12 students deemed to be most in need of extra support (decision made on a mixture of baseline test results, current level of progress and teacher's professional predictions) will be put into a smaller, focus class for Spring Term – with TA support. Their progress will be monitored regularly (every 3 weeks / 4 times in a term) by the class teacher and they will be following a curriculum with a clear focus on basic literacy skills. Resources to be used include the literacy toolkit and the Bedrock programme to aid vocabulary development. Diagnose-Therapy-Assess will be used to identify and support each student's specific areas of development. A further test will be conducted in February to measure the success of these interventions.

The remaining 7 students will join an intervention class taken by KEL. They will receive extra support with literacy using the literacy toolkit resources. Bedrock will be used in class to aid vocabulary development. These students will also sit a test in February to measure the success of these interventions.

Set moves will be an option at any point for those who make rapid progress.

Amber: These students will remain in their sets and their performance will continue to be monitored carefully throughout the Spring Term with a further test being conducted in February as a mid-year progress measure. If a student's progress does not improve alongside their peers they will be moved into the smaller, focus class.

Green: These students have made the required progress and are working at a similar level to their peers; they are regarded by the department as 'Secondary Ready'. Their performance will continue to be monitored carefully – and where appropriate the necessary intervention will be put in place. This will be informed by the mid-year assessment in February.

Review date: 15th April 2018

For 2017-18

Impact in maths

- Springboard 7 Curriculum
- Purpose:
 - Ensure that students who have failed to meet the 100 benchmark for the ks2 mathematics test meet this standard by the beginning of year 7, term 3.
- Initial Actions:
 - Initially all students who achieved less than the standardised 100 baseline score will be taught in set 3 of 3. This will last for a term and a half as the intention is that students will “catch up” by February half term and therefore benefit from being in a set where they are challenged in through the KS3 curriculum. If a student needs further support this will be provided through intervention from qualified teachers and extended TLA support.
- All year 7 students will be tested using the AQA year 7 baseline exam to identify any students who meet set 2 standards (similar scores within the baseline test). There are three students in the current set 3 who achieved a score of 98 as their standardised score but outperformed a number of students (who did meet the 100 benchmark) within the arithmetic strand (raw score). If our goal is to implement mastery throughout our curriculum which will include mathematical reasoning (strand 2 and 3) it is justifiable to allow students with strong arithmetic skills to progress to the Ks3 curriculum.
- The Springboard 7 Curriculum Overview:
- If the premise is to assume students studying this course will predominantly have weak numeracy skills given the criteria set out in initial actions then these skills will be the main focus. However, geometry, statistics and ratio and proportion will still be taught to support ideas of arithmetic but also to ensure the gap in these topics does not widen. After a review of the ‘National curriculum programme of study’, Springboard 7, even though published initially in 2001, is still fit for purpose in terms of material, assessment and objectives. It should be noted at this early stage that there may have a number of students who will not necessarily even meet the requirements to engage fully in this curriculum (originally intended for those attaining a Level 3 in the National Curriculum). From Ks2 data only (prior to baseline exam) three students scored a standardised score of 90 or below. Other interventions may have to be put into place for these students, this will be reviewed after the baseline test has been analysed so that the specific needs of these learners can be met. Initial ideas for these interventions are included in the Springboard 7 package. The curriculum consists of 15 units to span just over two terms of study. The length is so that appropriate actions can be taken in the final term to either review, extend, or consolidate learning for the students involved. The Springboard 7 curriculum will still be subject to the scrutiny of the mathematics department mastery working group to ensure that where appropriate students are still extended and allowed to explore the strands of mastery that every other student is given the opportunity to do. Differentiation will have to be effective as the needs of each learner will vary even if they have the same standardised score. Hopefully the baseline test will reveal these needs. Students will be assessed each half term through both a written and mental test. They will be given a checklist at the beginning of each unit of work so they can monitor their own progress throughout the course to get a sense of progression but also to help parents identify the key learning topics in each unit. A final ks2 assessment will be given (if the material is available, alternative would be retesting of baseline and comparison of scores with students who originally met that baseline) to review the progress at the end of the curriculum.
 - Key Staff:
- A Meredith – Springboard 7 Coordinator.
 - Responsibilities
 - Monitor assessment and progress and arrange appropriate interventions, including the management of TLAs.

- Monitor the provision of resources for the class teacher and ensure differentiation is appropriately implemented within the classroom.
 - Communicate effectively with parents to ensure support is in place at home.
- R Fellows –class teacher.
- K Andrews – SENCO.

- Term 1 Progress Findings –
- Baseline test report 5 students who had previously not met the 100 standard in the ks2 tests were found to have the skills required to access the secondary curriculum and were moved into set 2.
- Their baseline scores matched their peers who had met the 100 standard. In some cases they were found to have outperformed students who had met this standard. Teachers reported on any 'areas of concern' which have been recorded for future use of the new class teacher.
- Review date: 15th April 2018