

Year 7 Literacy and Numeracy Catch-Up Expenditure

The activities related to the Government allocated grant for 2017 – 2018 in Literacy and Numeracy is outlined below. Our use of the funding is broken down as follows and, with support offered on a case by case basis depending on the individual needs of students:

Mathematics

Overview of Intention:

25 students arrived at Priestnall with a scaled score of below 98 or with no data for maths. We used intervention in small groups (less than 10 where possible) to identify those that would require extra support over a prolonged period of time. The need for concentration on basic skills was clear and intervention focused on times tables, number bonds and developing fluency with numbers became the strategy.

We aimed to develop confidence in applying strategies to a variety of different puzzles and other mathematical situations.

Impact:

Progress is more difficult to track currently as we only had a Scaled Score from KS3 (plus a TA which clearly varied in accuracy) and we now use GCSE papers for assessments throughout the school.

These students have completed a year with small group intervention and appear to have started year 8 with more confidence in dealing with numbers.

28% of these students have started year 8 in a higher set. (Set 5 in year 7)

28% are currently working at GCSE grade 1

28% are working towards a GCSE grade 1

3 of these students became a separate group as their needs were so basic. Recall of tables and understanding of number bonds was very insecure. These have again been identified as in need of support and we will endeavour to include them in the intervention cohort for the coming year.

Our intention is to employ the same tutor once a week to work with the 29 students we have identified as being below 98 Scaled Score.

We have assessed the whole year group using PiXL Micro Wave and we will use the reports generated by this to identify areas of strength and development needed. This will form the basis of the intervention programme for the coming year.

Literacy

Intervention Aims

1. to improve student reading skills
2. to support an increase in NC levels of attainment

Overview of Intervention:

Using the KS2 SATs data, we identified 16 students who had the lowest reading scaled scores. These scores were then given an estimated NC level. The students participated in a weekly intervention programme using one to one sessions with a designated tutor. Intervention sessions consisted of reading and discussion activities targeted to improve decoding and comprehension of texts, as well as encouraging inference and empathy. One student left midway through the programme and therefore the results represent the remaining 15 students' achievement.

Our initial intervention teacher left midway through the programme and this may have had an impact on the consistency of progress for the students. However, her replacement was experienced and very thorough, adapting her sessions to allow for paired work as well as individual sessions.

Improvement based on estimated NC levels at KS2 SATs

- 93% of students raised their NC level by at least one sub-level.
- 73% increased by at least one full level
- 40% are working at Level 4
- 20% are working at Level 5
- Only one students failed to show any increase in their NC level

Improvement based on NC Levels of Attainment from Y7 WAGs:

- 80% of students raised their NC level by at least one sub-level.
- 13% increased by at least one full level
- 40% are working at Level 4
- 20% are working at Level 5
- Only three students failed to show any increase in their NC level

Conclusion

The impact of the reading intervention was seen as successful, and will continue to be part of the intervention offered by the English department in 2018/19.