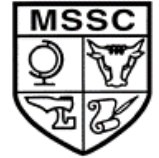




Moulton School

**Year 7 Catch-up
Premium Grant Impact Statement 2016-17**



**Year 7 Catch-up
Premium Grant Guide 2017-18**

The government's new end of KS2 measure, which will replace levels from 2016 as the key performance indicator, is 'secondary ready'. The DfE says that they will set a more ambitious national floor standard of attainment than currently exists at Level 4. It expects a school to aim for at least 85% of their pupils to achieve this measure.

This will be a national standard, and the DfE proposes to share the following information with parents, suggesting it is more transparent than levels:

- a scaled score, which will show whether the pupil has met the expected standard and is secondary ready. A scaled score of 100 will always represent the expected standard on the test. Pupils scoring 100 or more will have met the expected standard on the test. 80 is the lowest scaled score that can be awarded and 120 is the highest scaled score;
- ranking in the national cohort (by decile); and
- the rate of progress from a baseline.

In 2016-17 the allocation of funds to Moulton School was £14,500. This premium is to support 67 Y7 students who have not met the standard for the Reading test. Of these pupils, 39 have also not met the standard for Grammar, Spelling, Vocabulary and Spelling (GPVS). A further 11 students have not met the GPVS measure. In Maths, 44 students on entry were deemed not 'secondary ready.' Investments were made in the following strategies to raise the attainment of all pupils who are below level on entry in English and Maths:

- Literacy Progress coordinator
- Extra Maths support
- Reading Matters
- Maths Matters
- Accelerated Reader

The impact of the following interventions was tracked through the use of standardised test scores. Using standardised scores gives a more accurate measure of plotting progress. The monies were used to part fund the development of literacy and numeracy skills for Y7 and Y8 pupils:

Progress in English 2016-17

Screening

Year 7 were assessed in reading comprehension and spelling in the first two weeks of term in September. Twenty-two students were assessed as below average in reading (using the Suffolk reading scale) and 14 students were deemed below average in spelling (using the Parallel spelling test.) Retests at the end of Year 7 showed that 14 students remained below average in reading.

Accelerated Reader

2016-17 was our first year using Accelerated Reader with the whole of Year 7. It has been a very successful year and has greatly helped raise the profile and importance of reading amongst the year group.

- 100% participation
- 3224 books read which equates to over 100 million words
- 26 students read over one million words
- The estimated average daily reading time is 15 minutes
- Average reading gain = 9 months
- Boys reading gain = 7 months
- Girls reading gain = 11 months
- EAL reading gain = 6 months
- Pupil premium reading gain = 6 months
- 116% increase in books taken out of the library by Year 7
- 29% of parents enrolled to AR Home Connect

Many reading activities have taken place throughout the year to raise the profile of reading:

- Weekly form league and competitions
- 100% quiz success celebrated with email home, raffle ticket
- Millionaires celebrated with certificates and prizes
- Increased use of social media to inform parents of successes
- World book day activities
- Weekly story time in the library at lunchtime (PP and reluctant readers invited)
- Reading prize at achievement evening
- Visit by an author to work with PP students and reluctant readers
- Reading circles with PP students
- Reading circle with boys
- Regular reading in registration time
- Increased use of the time for reading
- Silent Monday lunchtimes in the library to enable reading
- 20 minutes reading every English lesson
- Increased 1:1 reading time
- Student book requests
- Book club
- Reading competitions

Building on this success, Accelerated Reader has been extended to both Years 7 and 8 from September 2017. All students were assessed using the Accelerated Reader (AR) STAR test in September 2016.

- The average reading age for the Year group was assessed as 11 years 2 months. (PP = 10 years and EAL = 10 years 1 month)

The AR programme groups students into categories based on their STAR test results. September results were as follows:

- 66% of students recorded at or above the expected levels for reading
- 27% are on watch
- 5% need an intervention programme
- 2% need urgent intervention

When reassessed in June 2017, the results were as follows:

- 70% at or above average
- 25% remain on watch
- 4% continue to need an intervention programme
- 1% need urgent intervention

Interventions

- 46 students in Year 7 received a literacy intervention
 - 27 students in Year 8 received a literacy intervention
- 1) A handwriting intervention club for 13 Year 7 and 2 Year 8 students
 - 2) 1:1 support and intervention with literacy during registration
 - 17 students in Years 7 and 8 received literacy intervention by Teaching Assistants in registration sessions. Interventions included spelling, phonics, reading comprehension, English skills, handwriting and EAL work. The students were tested at the end of the year in reading and spelling.
 - 54% improved their reading age
 - 71% improved their spelling age
 - Average Year 7 Accelerated Reader gain is 15 months
 - 3) 1:1 Reading Mentors – Reading Matters
 - 30 students in Year 12 and 13 were selected to train as Reading Mentors. They each worked individually with a Year 7 or 8 student for a minimum of 10 sessions of reading intervention (5 hours in total.) The sessions were planned, evaluated and monitored carefully. Once the sessions were finished, the Sixth Form students completed a portfolio and all were externally awarded a Level 2 qualification.

Year 7 (30 students received support from a Reading Mentor)

- ✓ 83% of students increased their word reading age
- ✓ *Word Reading - The average gain in months is 2.75, with a ratio gain of 0.69*
- ✓ 97% of students improved their reading comprehension age

- ✓ *Reading Comprehension - the average gain in months is 11.48, with a ratio gain of 2.87*
- ✓ *Accelerated Reader gain of 7 months*
- ✓ *Pupil Premium: Word ratio gain of 0.59, Comprehension ratio gain of 2.75, Accelerated Reader gain of 6 months*
- ✓ *EAL: Word ratio gain of 0.71, Comprehension ratio gain of 3.52, Accelerated Reader gain of 17 months*

Year 8 (5 students received support from a Reading Mentor)

- ✓ *100% of students increased their word reading age*
- ✓ *Word Reading - The average gain in months is 21.4, with a ratio gain of 1.78*
- ✓ *100% of students improved their reading comprehension age*
- ✓ *Reading Comprehension - the average gain in months is 22.8, with a ratio gain of 1.91*
- ✓ *EAL: Word ratio gain of 2.11, Comprehension ratio gain of 1.58*

4) Bespoke, intensive curriculum support depending on individual needs

Year 7 Curriculum Support groups. These were taught by Teaching Assistants. 15 students were selected based on KS2 results and Year 7 screening. Of this:

- ✓ Reading comprehension – the average gain in months is 17.2, with a ratio gain of 2.92
- ✓ Word Reading – the average gain in months is 9.7, with a ratio gain of 1.59
- ✓ Spelling – the average gain in months is 6.3, with a ratio gain of 1.04
- ✓ Average Accelerated Reader gain of 10 months

Year 8 Curriculum Support groups. These students were taught by the SENCO and the Progress Leader for Literacy. Seventeen students benefitted from a range of targeted Literacy intervention. Of these:

- ✓ Reading Comprehension – the average gain in months is 8.1, with a ratio gain of 1.6
- ✓ Word reading – the average gain in months is 2.6, with a ratio gain of 0.53
(NB: progress is lower as many students reached the test ceiling score)
- ✓ Spelling – the average gain in months is 5.1, with a ratio gain of 1.1

Progress in Maths: 2015-16

In both year 7 and year 8, an extra maths set has been created in each half-year, in order to provide specialist, small group intervention for less able students. In addition, the following intervention was implemented:

- 1) A sixth form mentoring programme targeting the less able year 7 and 8 students.
- 2) Sixth form students were trained to work with small groups with topics chosen based on scores from basic skills tests. These core skills are the four main operations and algebra skills such as substitution, solving equations and simplifying expressions. Once sixth formers felt their mentees were competent in these areas, they then worked with them on any classwork they were struggling to understand.
- 3) Cohorts of students from years 7 and 8 received the mentoring programme – pupils below expected level at the start of year 7 (based on SATS maths scaled scores) and Year 8 pupils who were 2 or more sub levels below their expected end of year target. Questionnaires indicate that the majority of pupils felt the mentoring was worthwhile and it helped them to become more confident in their core skills in maths. Improvement was tracked through core skills tests throughout the year.

Year 7 - 44 pupils were identified from key stage 2 data as requiring intervention and were reassessed after term 2 to see if they had made satisfactory progress. Of the original 44, 18 pupils were judged to still require intervention and were assigned a Year 12 maths mentor. All except 3 of these pupils were in the bottom set 5 group. Set 5 are taught in small groups of 10 or less. These pupils were below the expected key stage 2 score with KS2 SATS scores of 82-94. These pupils benefited from being in a smaller class with their lessons targeting the core skills they need to improve all of their mathematical ability.

The pupils undertook an initial core skills test to gather information about their weaknesses and barriers to learning. This was used to create an individual intervention programme for the Y12 mentor to work through with their mentee. Pupils were given a workbook that they worked through with their mentor as well as being able to use an online version at home. Where possible, parents were spoken to by the KS3 numeracy coordinator about how they could use this to help their children with their maths. Pupils were then retested at the end of the ten week programme so that improvements could be monitored. At the end of the intervention program 17 of the 18 pupils made positive improvements in their core skills.

At the end of 2016-17, of the 44 students in Y7 that were below the standardised level in their KS2 maths SATs, 38 were predicted to be on or above their target flightpath.

Year 8 - 42 pupils were identified as being 2 or more sub-levels behind their targets at the end of year 7 and were given a Year 12 maths mentor. This mentor worked with the pupil one-to-one for 1 hour a week to help improve their basic number and

algebra skills. The intervention took place over a ten week period with testing during the first and last week. The results were then analysed to identify improvements. The tests consisted of a mark out of 5 for each of seven core skills. All pupils that were fully tested before and after the intervention made good progress, with all but 5 improving by at least 1 point on average.

At the end of 2016-17, of the 42 pupils who were 2 or more sub-levels behind their targets at the start of Year 8, 25 were predicted to be on or above their target flightpath.

Progress in English 2017-18

Key Stage 2 Assessments

Of the new Year 7 cohort (2017-18), 56 students were described as non-secondary ready (NS) in their Key Stage 2 reading tests (Not at the expected standard.) One student was below the level of the tests and not entered. 43 students were described as NS in GPVS.

- 30 students were NS for both reading and GPVS.

Year 7 Screening

Year 7 students are tested in the first 2 weeks using the Suffolk Reading Scale and Parallel Spelling test. These tests are organised by the Literacy coordinator but are conducted by pupils' English teachers.

The Suffolk Reading test is then repeated at the end of Year 7. September 2017 screening showed 14 students to be below average (Standardised Score < 85) in reading and 6 students recorded scores below average in spelling.

A score of less than 85 in reading enables a student to have a reader at GCSE level.

Accelerated Reader (AR)

All of Year 7 took the STAR reading test at the beginning of term and will begin the Accelerated Reading scheme by week 5.

Current data from the AR programme indicates that:

- 77% of our students to be at or above the expected levels for reading
- 18% of students are 'on watch'
- 5% need an intervention
- 0% are in need of an urgent intervention programme

Intervention strategies

- 1) Handwriting intervention programme
- 2) 1:1 support and intervention with literacy during registration
- 3) Reading Mentors (24 Year 12 students will be trained by Reading Matters in October and will begin reading support with Year 7 in term 2.) Some Year 13 students who were trained last year have volunteered to continue the programme this year and will work with Year 8.
- 4) Curriculum Support (CS) in Years 7 and 8. (The Year 8 groups have 15 students in order to continue to provide personalised intervention where needed. 11 students have been invited to join Year 7 CS which begins in October.)

Progress in Maths 2017-18

Year 7 screening

Students are set upon entry based on their Key Stage 2 data. They are re-tested every half term and re-set if it becomes apparent that their needs are not being met. Before any set moves the subject leader will check to ensure the pupil is moving for the right reasons and that pupils on the higher flight plans are not inadvertently placed within lower sets.

There are 42 students identified as below the expected level (based on KS2 SATS scaled scores). During the second half term those with the most need will be assigned a sixth form mentor to work with them to help them improve their core skills to support in their catch up. If necessary, a further phase of intervention will take place.

In 2017-18 we have an additional Pupil Premium mentor who will be working with Year 7 and 8 pupil premium students that require additional support and intervention to help break down barriers in number and basic algebra – the priority focus will be on year 7 and 8 underachieving PP boys. (16 lessons per fortnight with small group intervention of 1-4 pupils per session). 31% of the year 7s below expected level are PP; half of which are boys (7 pupils).

Sixth form maths intervention for year 7 and 8 will commence during the second half term (Oct-Dec.) Key stage 2 data indicates that there are 42 pupils below the expected threshold for maths who require intervention in year 7. As pupils have been set, all these students are in either set 3a, 3b or set 4. Set 3a and 3b are parallel groups to help improve the less able within those groups. Set 4 are taught in small groups of 14 or less, of which all pupils are below the expected key stage 2 score.

Intervention will be in the form of personalised support delivered by sixth form mentors. The mentors following training will perform an initial core skills test to gather information about where the pupils' weaknesses lie before using this data to give individual intervention to their mentees. Pupils will then be re-tested at the end of a ten

week programme so that improvements can be monitored and impact evaluated. Any pupils that still require additional intervention will continue with their mentor until their core skills have improved.

Once the year 7 sixth form intervention is nearing completion, focus will move to year 8 where mentoring will occur for Year 8 pupils whose progress is identified as below their target flightpath. These pupils will sit the initial core skills test at the beginning of their 10 week programme and their mentors will work on the weaknesses identified.

In addition to the support above we have also subscribed to a whole school cohort online package to help pupils with their times tables: "Wanna be a Rockstar" which helps pupils to learn their times tables both inside and outside of lessons in a fun, engaging and competitive way.