



Moulton School

**Year 7 Catch-up
Premium Grant Impact Statement 2018-19**



**Year 7 Catch-up
Premium Grant Guide 2019-20**

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

This will become a national standard where the DfE shares 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 2018-19 the allocation of funds to Moulton School was £14,500.

This premium is to support 51 Y7 students who have not met the standard for the Reading test. Of these pupils, 42 have also not met the standard for Grammar, Spelling, Vocabulary and Spelling (GPVS). 30 students have not met either measure. In Maths, 45 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
- 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 Literacy 2018-2019

Key Stage 2 Assessments

Of the Year 7 cohort (2018-19), 51 students were described as non-secondary ready (NS) in their Key Stage 2 reading tests (Not at the expected standard.) 42 students were described as NS in GPVS.

- 30 students were NS for both reading and GPVS.

Year 7 Screening

Year 7 were assessed using the Suffolk reading scale and Parallel spelling test in the first two weeks of term in September. 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.

Nineteen pupils were assessed as below average in reading (Standardised Score < 85) and 14 students were deemed below average in spelling.

NB: A Standard Score of less than 85 in reading enables a student to have a reader at GCSE level and is considered 'below average'.

Accelerated Reader (AR)

Year 7

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

Data from the AR programme indicated that:

- 73% of our students were at or above the expected levels for reading
- 19% of students were 'on watch'
- 7% needed an intervention
- 1% were in need of an urgent intervention programme

The average reading age for the whole year group was 11 years 4.

- Girl average reading age = 11 years 5
- Boy average reading age = 11 years 2
- PP average reading age = 10 years 10

Intervention strategies

- 1) Handwriting intervention programme
- 2) 1:1 support and intervention with literacy during registration

- 3) Reading Mentors (Year 12 students were trained by Beanstalk in December and began reading support with Year 7 in term 3)
- 4) Curriculum Support (CS) in Years 7 and 8

2018-2019 was our third year using Accelerated Reader with the whole of Year 7.

We also continued the programme into Year 8 for the second time.

There was 100% participation. All students read books and completed Accelerated Reader quizzes and STAR reading tests.

Year 7 and 8 maintained their impressive enthusiasm for the library and reading with over 8000 library books borrowed over the course of the academic year. This accounts for 92% of the total number of books taken out.

In Year 7:

- Pupils were quizzed on 3606 books which equates to over 100 million words
- 21 students read over one million words
- The estimated average daily reading time was 15 minutes

In Year 8:

- Pupils were quizzed on 2757 books, which equates to over 65 million words
- 11 students read over one million words
- The estimated average daily reading time is 15 minutes

Many activities have taken place throughout the year to encourage reading:

- Form league and competitions
- Termly reading celebrations
- House competitions
- Library competitions
- A 'big prize' raffle draw
- Millionaires celebrated with certificates and prizes
- Use of social media to inform parents of successes
- World book day activities
- Weekly story time in the library
- Author visits to work with reluctant readers and star readers
- Weekly reading in registration time
- Silent Monday lunchtimes in the library to enable reading
- 20 minutes reading every English lesson

- Increased 1:1 reading time with reluctant and 'at risk' readers
- Sixth form reading help in the library
- Reading circles for PP boys

Monitoring Progress

Year 7

In June 2019, all of Year 7 were reassessed using the Suffolk reading Scale to monitor their progress, comparing their results to the screening in September. Fourteen students were found to still be below average in their reading comprehension.

Year 7 were also reassessed using the STAR reading test:

When reassessed in June 2019, the results were as follows:

- 73% at or above average
- 20% remained on watch
- 6% continued to need an intervention programme
- 1% needed urgent intervention

This equates to 93% of our Year 7 students average or above in reading.

The average reading age for the whole year group was 11 years 10 months.

- Girl average reading age = 12 years 2 months
- Boy average reading age = 11 years 9 months
- PP average reading age = 11 years 1 month

Year 8

Year 8 were also reassessed in June 2019 using STAR and the results were as follows:

- 75% at or above average
- 21% remain on watch
- 4% continue to need an intervention programme
- 0% need urgent intervention

This equates to 96% of our Year 8 students average or above in reading.

Their average reading age was 12 years 5 months (compared with 11 years 1 month when in Year 7.)

- Girl average reading age = 12 years 8 months
- Boy average reading age = 12 years 2 months
- PP average reading age = 12 years 4 months

Interventions

- 36 students in Year 7 received a literacy intervention
- 25 students in Year 8 received a literacy intervention

- 1) A handwriting intervention club for Year 7 and Year 8 students
- 2) 1:1 support and intervention with literacy during registration

Twenty-one 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.

- 3) 1:1 Reading Mentors – Reading Matters

Eighteen students in Year 12 and 13 were selected to train as Reading Mentors by Beanstalk. They each worked individually with a Year 7 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 OCN accreditation in Supporting Reading Skills.

- ✓ 83% of the students increased their word reading age
- ✓ 94% of the students increased their reading comprehension age
- ✓ Word Reading - The average gain is 2.5 months
- ✓ Reading Comprehension - The average gain is 10 months
- ✓ Pupil Premium: Average word reading gain of 2.4 months, comprehension gain of 6 months
- ✓ EAL: Average word gain 5 months, comprehension gain of 10.4 months

- 4) Bespoke, intensive curriculum support depending on individual needs

Year 7 Curriculum Support

These lessons were taught as 4 groups by Teaching Assistants. 14 students were selected based on KS2 results and Year 7 screening. These students followed the Ruth Miskin 'Fresh Start' phonics programme.

- ✓ Word Reading – the average gain is 7 months
- ✓ Reading Comprehension – the average gain is 12 months
- ✓ Spelling – the average gain in months is 8 months
- ✓ Average reading age = 8 years 11 months

Year 8 Curriculum Support

These students were taught as 2 groups by Teaching Assistants and the Progress Leader for Literacy. Fourteen students benefited from a range of targeted Literacy intervention. Of these:

- ✓ Reading Comprehension – the average gain is 7 months

✓ Spelling – the average gain is 5 months

Average reading age = 9 years 8 months

Progress in Maths: 2018-2019

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

In addition, the following intervention was implemented:

Year 7 and 8 Pupil Premium Intervention

In 2018-19 we had an additional Pupil Premium mentor working with Year 7 and 8 PP students that required additional support and intervention for the second successive year. The aim was to help break down core skills barriers with number and basic algebra that are essential for progression in the standard maths curriculum – the priority focus was on mostly on underachieving PP pupils working below national standards based on KS2 maths SATS scores (of 86-98) or falling below expected progress compared with their flightpath. At the end of the academic year 23% of the year 7s below expected level are PP (31% last year); of which 60% of these were boys.

Year 7

12 students (mostly PP boys), were identified as requiring intervention. In most cases, they received a one-hour weekly intervention session for the entire school year. These sessions were typically conducted in pairs. If however, a student had a particular problem with the curriculum that they were learning during lesson time, this was an opportunity to re-address that skill with the tutor in order to consolidate their knowledge of a given topic.

An initial test was carried out assessing competence of dealing with the four signs and algebra to gather information about the students' weaknesses and barriers to learning. The range of scores for this was 13% - 83% with the average score being 45%. After 10 sessions, the students were reassessed and the average score increased to 57%. The most successful improvement was from 21% to 46%.

Year 8

17 students (mostly PP boys), placed in sets 3 or 4, were identified as being below their target flightpath at the beginning of the year and given intervention. These students received a one-hour weekly intervention session which targeted core skills and algebra to try to get them on track.

Initial test data, assessing competence of dealing with the four signs and algebra, gave an average test score of 51% with the range of scores being 17% - 75%. A reassessment after 10 sessions showed an average score increase to 87%. The most successful improvement was from 25% to 92%.

Sixth form maths mentoring

- A sixth form mentoring programme targeting the less able year 7 students.
- Twenty Four sixth form (Year 12) students were trained to work with year 7 pupils focussing on the core skills which are the four main operations $+$ $-$ \times \div 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.

24 students from years 7 received the mentoring programme who were below expected level at the start of year 7 (based on SATS maths scaled scores) and with poor initial assessments during the early part of year 7. Improvement was tracked through core skills tests and half termly assessments done in class.

One to one mentoring was provided. 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. The pupils received approx. 10 sessions of mentoring each. They were then reassessed at the end of the 10 week programme. Every pupil showed an improvement in their assessment scores. Each skill is given a score out of 5 (5 indicates an advanced level). The average improvement per pupil was 1.0 across all skills with the biggest improvements seen in division, algebra simplifying and substitution, the best improvement was from 2.0 to 5.0 (max possible score).

Overall in year 7 from PP mentoring and sixth form mentoring 36 pupils received interventions (all below the expected standard at KS2 and on magenta flightpaths for maths). At the end of 2018-19, of these 36 students in Y7 that were below the standardised level in their KS2 maths SATs, 63% of them are now predicted to be achieving their flightpath and 37% were below target. Most of those predicted to be below their flightpath have made some steady improvement through the year relative to their start point. 5 pupils have struggled to make steady progress (2 PP and 3 not PP).

Progress in Literacy 2019-20

Key Stage 2 Assessments

Of the new Year 7 cohort (2019-20), 46 students were described as non-secondary ready (NS) in their Key Stage 2 reading tests (Not at the expected standard), with 3 below the level of the tests and not entered. 35 students were described as NS in GPVS, with 2 below the level of the tests.

- 28 students were NS for both reading and GPVS.

Year 7 Screening

Year 7 students are tested in September 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 2019 screening showed 14 students to be below average (Standardised Score < 85) in reading and 8 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
- 17% of students are 'on watch'
- 4% need an intervention
- 3% are in need of an urgent intervention programme

The average reading age for the whole year group is 11 years 2 months.

- PP average reading age = 10 years 8
- Girl average reading age = 11 years 8
- Boy average reading age = 10 years 10

Intervention strategies

- 1) Lunchtime handwriting intervention programme
- 2) 1:1 support and intervention with literacy during registration
- 3) Reading Mentors (Approximately 20 Year 12 students will be trained by the Literacy Progress Leader and will begin reading support with Year 7 in term 2.)

- 4) Curriculum Support (CS) in Years 7 and 8. (The Year 8 groups have 14 students in order to continue to provide personalised intervention. 12 students have been invited to join Year 7 CS which begins in October.)
- 5) 1:1 tuition for students with very limited English (EAL)

Maths: Year 7 screening 2019-20

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 39 students (21 in X and 18 in Y band) 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.

Sixth form maths intervention for year 7 (and year 8 depending on sixth form mentor uptake) will commence during the second half term (Oct-Dec.) Key stage 2 data from year 7 indicates that there are 39 pupils below the expected threshold for maths who may benefit from 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. The Y band set 4 group is significantly weaker than the X band group with 8 pupils below a SATS maths score of 90 (only 1 pupil in X band).

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 may 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.