



## **Moulton School**

**Year 7 Catch-up  
Premium Grant Impact Statement 2015-16**



**Year 7 Catch-up  
Premium Grant Guide 2016-7**

The Department for Education has allocated £500 per pupil for the number of Year 7 students who did not achieve at least a Level 4 in reading and/or mathematics at Key Stage 2. This was based on Key Stage 2 data and the autumn school census.

In 2015-16 the allocation of funds for this purpose to Moulton School was £14,500 (29 students in total). Investments were made in the following strategies to raise the attainment of all pupils below level 4 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 2015-16**

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

Thirty 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. The students were tested at the end of the year in reading and spelling.

  - 67% improved their reading age
  - 70% improved their spelling age
- 3) 1:1 reading mentors – Reading Matters
  - Fifty three 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 (41 students received support from a Reading Mentor)

    - ✓ *78% of students increased their word reading age*
    - ✓ *Word Reading - The average gain in months is 4.3, with a ratio gain of 1.08*
    - ✓ *83% of students improved their reading comprehension age*
    - ✓ *Reading Comprehension - the average gain in months is 8.5, with a ratio gain of 2.22*
    - ✓ *Pupil Premium: Word ratio gain of 1.4, Comprehension ratio gain of 1.90*
    - ✓ *EAL: Word ratio gain of 2.1, Comprehension ratio gain of 1.65*

### Year 8 (12 students received support from a Reading Mentor)

- ✓ 82% of students increased their word reading age (All of those that didn't had already reached the maximum score on the reading test)
- ✓ Word Reading - The average gain in months is 2.8, with a ratio gain of 0.71
- ✓ 91% of students improved their reading comprehension age
- ✓ Reading Comprehension - the average gain in months is 9.3, with a ratio gain of 2.33
- ✓ Pupil Premium: Word ratio gain 1.4, Comprehension ratio gain of 3.5
- ✓ EAL: Word ratio gain of 0.6, Comprehension ratio gain of 3.15

#### 4) Spelling Programme

#### 5) Bespoke, intensive curriculum support depending on individual needs

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

- ✓ 73% improved their reading comprehension age, with a ratio gain of 1.2
- ✓ 73% improved their spelling age, with a ratio gain of 0.2
- ✓ 64% improved their word reading age, with a ratio gain of 0.5

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

- ✓ 80% have improved their reading comprehension age, with a ratio gain of 1.5
- ✓ 73% improved their spelling age, with a ratio gain of 1.1
- ✓ 91% improved their word reading age

### **Progress in Maths: 2015-16**

In 2015-16, of the 17 students in Y7 who had achieved below level 4 in their KS2 SATs, 14 had achieved a level 4 by the end of Y7; and the remaining student in Y8 who had achieved below level 4 in their KS2 SATs, and was still below level 4 at the end of Y7, had reached level 4 by the end of Y8.

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 maths. In addition, the following support was implemented:

- 1) A sixth form mentoring programme for years 7 and 8 targeted pupils that had fallen 2 or more sub levels behind their target grades.

- 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 with.
- 3) Two cohorts of students received the mentoring programme. The first cohort comprised of year 8 students taken from sets 2-4. Students were selected based on data from the end of year 7. The second cohort was comprised of year 8 set 5 students and year 7 students that had fallen 2 sub levels below their target or arrived with Key Stage 2 level 3 or below. 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.
- 4) End of year 8 test results showed that 54% of intervention pupils made at least 2 sub levels of progress in year 8, with 11 students making 3 or more sub levels of progress.
- 5) All but 3 students improved their core skills maths scores from their initial test.
- 6) Feedback from sixth formers and mentees suggested that 1:1 work would be better than working with pairs or threes and this will be implemented in the 2016-17 intervention programme.

## **Y7 2016-2017**

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's 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 also £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.'

## **Progress in English 2016-17**

### **Year 7 Screening**

Year 7 students are tested in the first 3 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 students also take the NFER Non Verbal reasoning test (tested by SEN staff in their forms.)

The Suffolk Reading test is then repeated at the end of Year 7. September 2016 screening showed 23 students to be below average (Standardised Score < 85) in reading and 24 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)**

Year 6 were tested on Intake day in July to establish their reading ages. All of Year 7 retook the STAR reading tests at the beginning of term and will begin the Accelerated Reading scheme by week 5.

Current data from the AR programme indicates that:

69% of our students to be at or above the expected levels for reading

25% of students are 'on watch'

4% need an intervention

2% were 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 (30 Year 12 students have now been trained by Reading Matters and will join lessons with Year 7 in term 2.) Some Year 13 students who were trained last year have volunteered to continue the programme this year and are already working with Year 8.
- 4) Curriculum Support (CS) in Years 7 and 8. (The Year 8 groups have been extended to 17 students in order to continue to provide personalised intervention where needed. 18 students have been invited to join Year 7 CS which begins in October.

## **Progress in Maths 2016-17**

### **Year 7 screening**

Students are set upon entry based on their Key Stage 2 data. They are then tested every half term and re-set if it becomes apparent they are in the wrong class. 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.

Any pupils in year 7 identified as falling behind will be given a sixth form mentor to work with to help them improve their core skills and ensure they catch up. This will begin in the second cohort of intervention. Key stage 2 data indicates that there are 44 pupils who require this intervention. 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 10 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 will perform an initial core skills test to gather information about where the pupils' weaknesses lie before using this to give individual intervention to their mentee. Pupils will then be tested at the end of the 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.

This first round of intervention was delivered to 43 year 8 pupils who were identified as being 2 or more sub-levels below their targets. These pupils sat the initial core skills test at the beginning of their 10 week programme and their mentors are working on the weaknesses identified.