

Year 7 Catch Up 2017-18

Number of eligible pupils: 94

Total Funding Allocated: £21500

Given the large cohort of pupils that did not reach the “100” benchmark, we tend to use a technology solution. Sadly, SuccessMaker was discontinued from Pearson and as such a new solution was required. Shire Oak Academy decided to invest some of the Catch-Up funds towards Lexia and Symphony.

The use of a software solution was deemed to have a number of advantages. Firstly, accessibility; pupils could log in via the internet to the program and as such could access it at home. Secondly, progress through the program was highly visible to students and teachers, meaning that students could easily identify their strengths and weaker areas and teachers could easily create an overview of student progress.

Together with this software solution, and Accelerated Reader for years 7 - 9, the English and maths departments also offered up other interventions through their HLTA and teaching assistant staff.

Use of Premium

Initiative	Cost
English HLTA	Contribution to salary
Maths HLTA	Contribution to salary
English Mentor	Contribution to salary
Maths Mentor	Contribution to salary
Accelerated Reader programme	25% contribution to the annual cost
Lexia/Symphony	25% contribution to the annual cost

Impact of Lexia/Symphony

Lexia

Catch-Up Premium	80.02 average units completed.
Non-Catch-Up Premium	100.78 average units completed.

Symphony

Catch-Up Premium	32.49% towards End Of Year Goal
Non-Catch-Up Premium	34.65% towards End Of Year Goal

Lexia/Symphony are programs that are used to impact both our PP students and our catch-up premium students in Years 7 and 8.

It is evident that Non-Catch-Up Premium pupils are making more progress in comparison to Catch-Up Premium pupils by completing more units towards programme completion.

It appears that this programme is not having the impact that it should on the students that need targeting. A 3-year deal with the company was agreed and as such we expect to see more impact over the next academic year. The Lexia/Symphony manager has come up with some strategies to hopefully improve impact:

- Set up of a Lexia and Symphony catch-up workshop to take place during form times, with a focus on Year 7 one week and Year 8 the next, targeting at Pupil Premium and Catch Up Premium pupils. Take three pupils out of each form each morning into an empty classroom, and simply allow them to log on and work through Lexia to increase usage. The more usage, the more progress will be made. If they require additional support I will be available to help them.
- Year 7 and Year 8 pupils who are on the programme to spend Friday from times (apart from assembly days) on Chromebooks working through the programme to increase usage on a rotation.
- Pupils to be set Lexia homework to increase usage.
- Pupils in French lessons are making more progress on Lexia because they are higher ability pupils, containing less Pupil Premium and Catch-Up Premium pupils. Therefore we should increase the use of Skills Club students on the programme.

HLTA English Intervention

Need for activity

KS2 SATS data was used to identify pupils who had not achieved the expected standard in their KS2 reading SAT. Due to a large number of pupils who were identified, only those with a considerably low standardised score were selected for this intervention. This intervention aims to boost pupils' reading age to bring it closer to their chronological age. The improvement in their reading should then help pupils make progress in all areas of the curriculum.

Cohort description

8 year 7 pupils

Reading age of the pupils ranged from 7 years 9 months to 10 years 3 months.

All pupils completed a series of tests before the intervention began, including their sight word reading knowledge and spelling knowledge of 240 high-frequency words.

Description of Intervention

Pupil's starting catch-up level was calculated from their initial test results (all pupils started at level 10). Pupils also have a set of target words that they need to focus on.

Pupils received 4 1-1, 15-minute interventions per fortnight. Each session began with 3 minutes pre-reading (adult reads), followed by the pupil completing 6 minutes reading and 6 minutes linked writing (based on the pupils' miscues). As the pupils begin to make fewer miscues and achieve their target words they progress to the next level. Pupils are screened again with the same testing they completed initially at the end of the intervention.

Impact

Average ratio gain (Increase in reading age/duration of intervention) = 1.1

The average pupil reading age at the start of the intervention was 8 years and 8 months; this rose to 9 years and 6 months at the end of the intervention.

Evaluation

Why didn't all the pupils achieve their outcome?

- Attendance (Due to illness and pupils forgetting to attend sessions in spite of reminders)
- SEN barriers to learning
- Sessions clashed with assemblies or other Academy activities
- Staff not always available (needed for other duties e.g. exam invigilation).
- Shortage of staff this year reduced the number of pupils who were able to take part.

Maths Numeracy Intervention

The Numeracy Workout is a very good resource. Unfortunately, we did not gain the anticipated benefits from doing this intervention during form time. Most students did progress from the when they started the activity, however, we had hoped and expected more.

The sessions were planned for PP students in year 7 sets 5 and 6 that needed the most support. However, firstly we found that attendance was not as high as we had expected due to other interventions that happen during form time e.g. literacy, reading along with losing a day each week for assemblies. Also, when the students did arrive from their form we found that they only had around 10/15 minutes screen time which is not enough each week to make the required progress.

The resource is very good and is certainly worth considering but we would need to ensure the students were engaged in the activity for far more time than they were during this initiative. Lucy and Lisa worked very hard with the students and managing the logistics and both feel that there are benefits to the resource. They also found that undertaking topics that were not in line with their current scheme of work made progress limited. This meant that some topics were not revision/consolidation of existing learning but new learning, which obviously slowed progression.

Impact of Funding in Maths & English

English

	Y7 Jul													
Targets	A	X	U	1	2	3	4	5	6	7	8	9	Summary	
A	0	0	0	0	0	0	0	0	0	0	0	0	0	
X	0	0	0	0	0	0	0	0	0	0	0	0	0	
U	0	0	0	0	0	0	0	0	0	0	0	0	0	
1	0	0	0	6	6	1	0	0	0	0	0	0	13	
2	0	0	0	2	48	21	0	0	0	0	0	0	71	
3	0	0	0	0	0	6	3	0	0	0	0	0	9	
4	0	0	0	0	0	1	0	0	0	0	0	0	1	
5	0	0	0	0	0	0	0	0	0	0	0	0	0	
6	0	0	0	0	0	0	0	0	0	0	0	0	0	
7	0	0	0	0	0	0	0	0	0	0	0	0	0	
8	0	0	0	0	0	0	0	0	0	0	0	0	0	
9	0	0	0	0	0	0	0	0	0	0	0	0	0	
Summary	0	0	0	8	54	29	3	0	0	0	0	0	94	

Data from the end of Year 7 shows that:

64% of students eligible for catch-up premium are now making expected progress in English

33% of students eligible for catch-up premium are making above expected progress in English.

3% (3 students) are still not making expected progress in English.

The 3 students not making expected progress in English will continue to have intervention during year 8.

Maths

	Y7 Jul													
Targets	A	X	U	1	2	3	4	5	6	7	8	9	Summary	
A	0	0	0	0	0	0	0	0	0	0	0	0	0	
X	0	0	0	0	0	0	0	0	0	0	0	0	0	
U	0	0	0	0	0	0	0	0	0	0	0	0	0	
1	0	0	1	7	0	0	0	0	0	0	0	0	8	
2	0	0	0	14	44	1	0	0	0	0	0	0	59	
3	0	0	0	2	17	8	0	0	0	0	0	0	27	
4	0	0	0	0	0	0	0	0	0	0	0	0	0	
5	0	0	0	0	0	0	0	0	0	0	0	0	0	
6	0	0	0	0	0	0	0	0	0	0	0	0	0	
7	0	0	0	0	0	0	0	0	0	0	0	0	0	
8	0	0	0	0	0	0	0	0	0	0	0	0	0	
9	0	0	0	0	0	0	0	0	0	0	0	0	0	
Summary	0	0	1	23	61	9	0	0	0	0	0	0	94	

Data from the end of Year 7 shows that:

63% of students eligible for catch-up premium are now making expected progress in Maths

1% of students eligible for catch-up premium are making above expected progress in Maths

36% of students are not making expected progress in Maths.

The 34 students not making expected progress in Maths will continue to have intervention during year 8.