



## STOCKPORT SCHOOL

### Year 7 Catch-Up Premium – English & Maths

#### Review of 2017-18 interventions and an outline of the 2018-19 intentions

The literacy and numeracy catch-up premium provides schools with an approximate additional £500 for each Year 7 student who had low prior attainment in reading and/or maths at the end of Key Stage 2.

In January 2013, David Laws, the Minister of State for Schools, wrote to Headteachers of Year 7 students about the Year 7 catch-up premium and how this money should be used. Schools are asked to assess the needs of the individual students in their institution and decide the best way to use the funding. Schools are required to select programmes and approaches which have either been proved to be effective or are showing early promise.

#### Identification of Low Prior Attainment Cohorts

Historically prior to 2016, the cohort identified as having low prior attainment would be those students who did not achieve at least a National Curriculum Level 4 in reading and/or maths at the end of Key Stage 2. However, due to changes in Key Stage 2 assessment from 2016, students are no longer classified in the exactly the same fashion, and a new scaled scoring system now applies.

In previous years when National Curriculum Levels were used to classify low prior attainment they would generate an associated individual per pupil top-up funding for specific catch-up related activities and initiatives. However, along with the introduction of the new scaled scoring system in 2016, the Department for Education (DfE) ceased to fund schools on an actual per pupil basis for low prior attainment, instead schools now receive an approximate level of funding similar to that of what they received in 2016, to apply to those student deemed to have low prior attainment.

In 2016 there were 33 students who are now in our current Year 9, who were in the Catch-Up Premium cohort in Year 7. In 2017, as a school, we used our own data to identify the approximate same proportion of students who would fall into a low prior attainment cohort. This is how we arrived at a 2017 Year 7 cohort of 33 students identified as having low prior attainment and requiring support under the DfE catch-up premium. Following a similar process in 2018, we have identified 35 students as having low prior attainment and requiring support. The students identified for support in 2018-19 have an average scaled score  $\leq 97$  to maintain similar proportions to previous years.

#### Funding Allocations

##### 2017-18

Stockport School received £20,500 via the catch-up premium for use during the 2017-18 academic year.

The school received this as a backdated payment in March 2018, seven months after the students starting at the school.

##### 2018-19

Stockport School is expecting to receive approximately £20,500 via the catch-up premium for use during the 2018-19 academic year.



This is based on new DfE funding arrangements which allocate the funding for the year based on similar figures to what the school received in 2017-18. This is despite more students attending Stockport School who technically fall into this category in 2018-19.

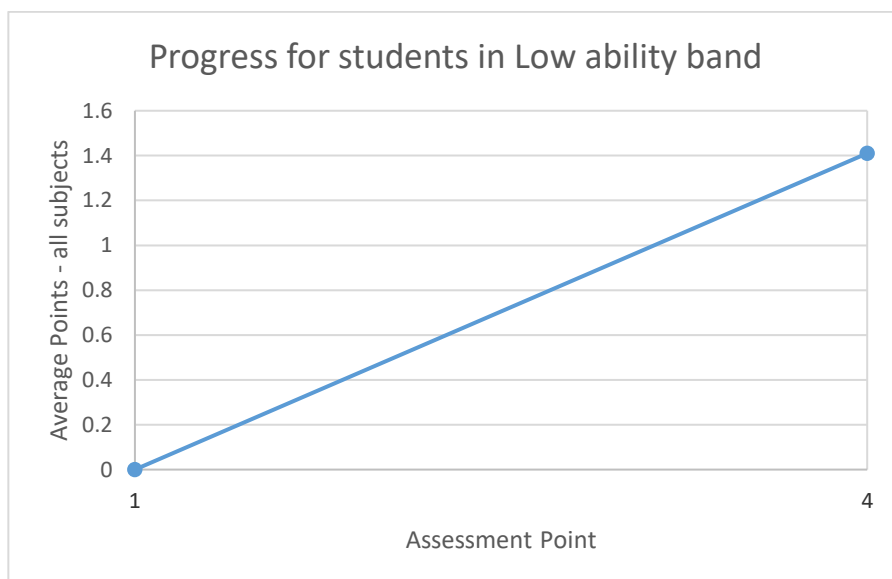
The school expects to receive a backdated payment in March 2019, seven months after the students starting at the school.

**Effective use of funding to support catch-up may include some of the following activities:**

- Quality first teaching
- Individual tuition in addition to classroom teaching
- Intensive small-group tuition
- Purchasing external services and materials to add to those provided by the school, for example tutor services or proven computer-based learning or online support
- Summer or holiday schools to deliver intensive catch-up over a short period
- Other subject specific interventions as listed in this report.

**The overall impact of our support and intervention 2017-18**

- Some headline figures which demonstrate impact for these students:
  - All students in the cohort made progress
  - Sub-levels of progress in Year 7 (per student average) for this cohort = 1.41
  - 16% of the cohort made more than 2pts progress
  - 84% of the cohort made more than 1pt progress
- The average sub-level of progress in Year 7 per student (tracker shows rapid progress made by this cohort of students over the course of the four assessment points (AP's) and over the course of the year):



## **Maths - interventions and impacts**

**During the 2017 - 2018 academic year, the following interventions were put in place:**

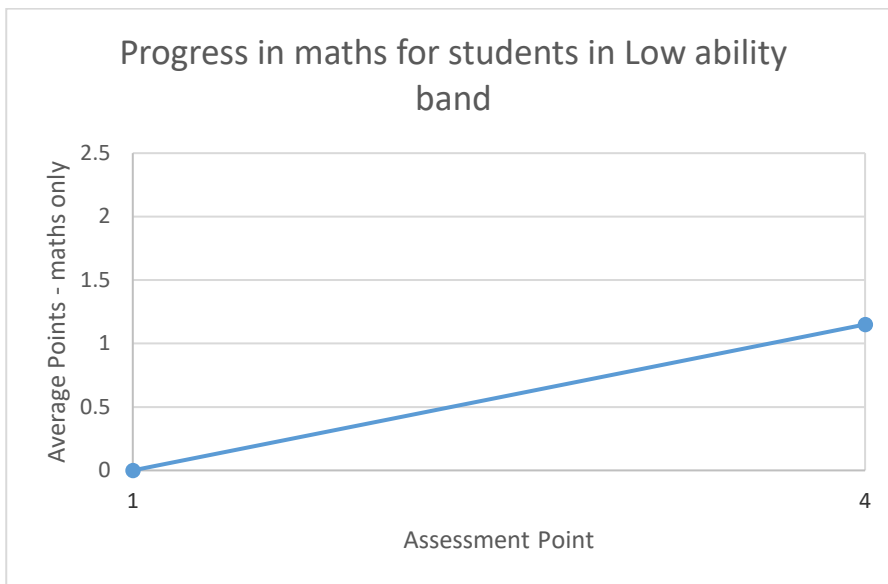
- Intervention homework set using 'MyMaths', 'MangaHigh', 'Timestable Rockstars' and 'KS3 Mathswatch' (licence funded) following poor performance in assessments. Individual targets for improvement set following assessments.
- The students were placed into small sets for their mathematics lessons (16-17 in each) with a specialist mathematics teacher with 1 or 2 teaching assistants supporting the lessons.
- Miss O'Gara, Director of Maths ran a numeracy day and spoke to the Year 7 in assembly in order to boost the profile of numeracy amongst the Year group.
- Revision was set for students for their end of year exam based on KS3 Mathswatch to enable the students to study independently.
- Students with a low Key Stage (KS2) result on entry were given one-to-one sessions with a specialist maths teacher for weekly booster sessions (February – July). In these groups students worked on building their confidence and basic skills in Mathematics.
- The Mathematics Department completed a two year research project in association with the Education Endowment Fund, University of Manchester, University of Nottingham and the University of Durham (ICCAMS – Increasing Competence and Confidence in Algebra and Multiplicative Structures) to improve problem solving skills and mathematical reasoning.

**Which brought the following impacts:**

- 79% (26 out of the 33) of students in the 7Y band and 7X band secured an F= grade (expected progress) or better.
- 39% (13 out of the 33) of students in the 7Y band and 7X band secured their Aspire grade (excellent progress) or better.
- In the 7X band, 71% (12 out of the 17) of the class achieved an F= grade or better (expected progress), with the average student making 1.06 sub levels of progress.
- In 7Y band 87% (14 out of the 16) of the class achieved an F= grade or better (expected progress), with the average student making 1.63 sub levels of progress.
- The average sub-level of progress in Year 7 Maths per student (tracker data, shown in the graph below) shows the progress made by this cohort of students over the year with regard to progress in Maths:
  - 42% (14 out of the 33) of the identified cohort, made 2 sub-levels of progress (on track for 4LoP).
  - The graph below, shows progress over the course of the 2017-18 academic year in Maths, with on average all students in this identified cohort making 1.33 levels of progress.

**Progress over the course of the 2017-18 academic year in Maths:**





**As a result, for the 2018-19 academic year, we will be carrying out the following interventions:**

- Continue to provide normal maths tuition in small groups for students identified as low ability from their KS2 SATs results with a maths specialist and support from Teaching Assistants.
- Class teacher to offer in-class intervention / catch-up session following assessment (parental contact and support needed) as well as provide targeted intervention material.
- Every child will have their SATS papers analysed to identify areas of weakness and strengths in the 8 key competencies that the SATS paper test for. This will be used by the class teacher to offer in-class or homework interventions.

English Scaled Score	Maths Scaled Score	Maths Set	Overall	Calculations (+ - x ÷)	Algebra	Fractions, Decimals and Percentages	Position & direction	Geometry - shape	Measurement	Number & place value	Ratio & proportion	Statistics
107	95	7X4	SBNA	SBNA	SBNA	SBNA	BNA	SBNA	SBNA	SBNA	SBNA	BNA
100	99	7X4	SBNA	SBNA	SBNA	BNA	BNA	BNA	SBNA	SBNA	BNA	BNA
86	92	7X4	SBNA	SBNA	SBNA	SBNA	SBNA	BNA	SBNA	SBNA	SBNA	SBNA
86	86	7X5	SBNA	SBNA	SBNA	SBNA	SBNA	SBNA	SBNA	SBNA	SBNA	SBNA
100	101	7Y4	BNA	BNA	SBNA	SBNA	SBNA	SBNA	SBNA	SANA	SBNA	SANA
105	100	7Y4	BNA	SBNA	NA	SBNA	SANA	SBNA	SBNA	BNA	SBNA	ANA
113	113	7X2	SANA	ANA	SANA	SANA	BNA	SANA	SANA	SANA	SANA	ANA
101	108	7Y3	ANA	SANA	ANA	NA	SANA	SANA	SANA	BNA	SANA	ANA
115	111	7Y3	SANA	ANA	SANA	SANA	SANA	SANA	SANA	SANA	SANA	ANA
109	108	7X2	ANA	ANA	NA	SANA	SANA	SANA	NA	SANA	ANA	SANA
104	108	7X1	ANA	ANA	BNA	SANA	SANA	SANA	BNA	SANA	BNA	SANA
114	108	7Y3	ANA	ANA	NA	ANA	SANA	SANA	NA	SANA	SANA	SANA



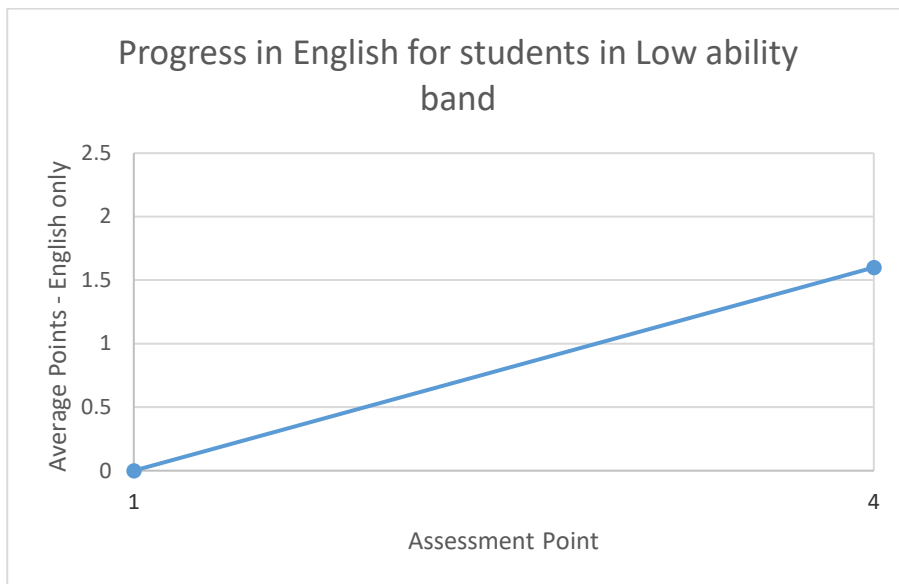
- Key Stage 3 Intervention programme trial success will lead to further interventions specifically targeted at lower school students.
- Continued use of SAM Learning as a tool for setting, monitoring and recording homework which is easily accessible and gives instant results for many basic skills.
- Parent event with a focus on increasing reading ages for pupils with a reading age below their chronological ages. Teachers and parents worked together with the student to come up with short term, achievable targets.
- Whole school literacy targets for every Year 7 student. The targets were shared across school and whilst marking teachers would give the pupil feedback on their progress towards their targets.
- Ten minute writing booklets introduced for all of Year 7 to increase writing speed and to nurture imagination. This was especially supportive for lower ability students as it was a risk free activity that took away any pressure.
- New books bought for Year 7 to allow some students to read easier or hard texts where required in their English lessons.
- Open Year 7 exam to build the confidence of the year group and allow targeted support for the selected students. This meant the exam was accessible to all and took away any anxiety.
- Students were put into new classes from Autumn 2 to allow for an extension group, which created smaller class sizes for students of mid to low ability.

#### Which contributed to the following impacts:

- Students completed an extended piece of writing at the start of the year and again at the end of the year. Students showed a significant improvement in their basic literacy skills, such as use of capital letters, full stops and commas.
- After the parent-teacher Accelerated Reader event, 17 out of the 18 students who attended improved their reading age by an average of 12.8 months. One student improving by 2 years 6 months.
- The re grouping of students in Autumn 1 allowed lower ability pupils to be in smaller groups of 26 which allowed them more support and in class interventions.
- The average sub-level of progress in Year 7 English per student (tracker data, shown in the graph below) shows rapid progress made by this cohort of students over the year with regard to progress in English:
  - 96.95 of low ability students made expected or better progress in English. 93.8% of those made good or exceptional progress. Of the 33 students, only one did not make rapid progress.
  - The graph below, shows progress over the course of the 2017-18 academic year in English:

#### Progress over the course of the 2017-18 academic year in English:





#### **Accelerated Reader – Headline progress figures:**

- Average improvement for this cohort across the year was up 7 months
- 75% of the cohort improved their reading age
- 31.3% improved their reading age by 1 year or more
- 1 student improved by 1 year 10 months

#### **As a result, for the 2018-19 academic year, we will be carrying out the following interventions:**

- Baseline testing for spelling age, reading age and writing ability during the first two weeks of September to establish key areas to target, cross referenced against SATs data and results shared with all teaching staff. Schemes of work and classes adapted to tailor the needs to the needs of the current year group.
- Students to be put into groups before they arrive at Stockport School to allow for two extension groups and small class sizes for mixed ability groups to support those of lower ability from the start of the year.
- Literacy Intervention within Literacy lessons to target areas in need of development from their base line assessments.
- More parent events to take place to set targets for individual students whose reading age is significantly below their chronological age.
- Bookbuzz books to be provided for another year. Students will be given a book of their choice which they can swap with other students if they like.
- Peer reading with Year 10 students for students with reading ages lower than their chronological age.
- Extensive use of the Accelerated Reader Programme in English lessons, Literacy lessons and during Tutor periods.
- Development of Key Stage 3 Intervention Programme after every assessment point.

- Year 7 will continue with 10 minute writing tasks to improve their speed of writing and their creative writing but the format of this will change to make it even more risk and pressure free.
- Extension to the contract of the dedicated member of the English Leadership Team assigned to Year 7 progress and transition, with a focus on more directed use of Literacy time and monitoring of progress for the weakest students.
- Intensive support from specialist Learning Support Service staff.