

Catch-up Premium Report 2016-17

Structure of provision

The literacy and numeracy catch-up programme at Woodbridge for Year 7 and 8 students leads on from the KS2 syllabus and is intended to improve students' numeracy, writing and reading skills.

Instead of studying two languages for six periods over a two-week timetable, students selected for the programme are timetabled to learn one language (French or Spanish) for three periods and then the Literacy and/or Numeracy Programme for the other three periods. Students who receive support for both literacy and numeracy also undertake an after school session. In summary, the students gain at least three hours every fortnight within the curriculum to focus on literacy and numeracy skills.

The groups are small with only 2-8 students in a class and are timetabled to take place in a dedicated room. The atmosphere is more informal than a 'normal' classroom and the students work independently, in pairs and as a whole group.

Lessons are all taught by qualified, experienced English and Maths teachers and are tailored to individual students and their needs.

English Catch-up Classes

Analysis of data – Year 7

There were 16 pupils who undertook the extra tuition lessons this year. At the start of the year, their levels were as follows:

	C	E	D	M	Ex	% Achieving target
Overall	1	12	1	2	0	
Boys	1	7	0	0	0	
Girls	0	5	1	2	0	

By the end of the year, the results were as follows:

	C	E	D	M	Ex	% Achieving target
Overall	0	7	8	1	0	94%
Boys	0	4	5	0	0	89%
Girls	0	3	3	1	0	86%

Comment on results:

Overall, it is pleasing to see a significant movement of pupils from E to D and, it is especially pleasing to see 2 pupils achieving M. The progress of the boys from all at E or below to 5 achieving D is very good. Across the board, the achievement of target grades is secure with little gender gap; something which is undoubtedly the result of the nature of 121 tuition and the support teacher's extraordinary efforts in engaging boys in the lessons. It should be noted that 3 more pupils originally entered the programme, but had left Woodbridge during the academic year.

Analysis of Data Year 8

There were 12 pupils who undertook the extra tuition lessons this year. At the start of the year, their levels were as follows:

	C	E	D	M	Ex	% Achieving target
Overall	0	10	2	0	0	
Boys	0	8	1	0	0	
Girls	0	2	1	0	0	

By the end of the year, the results were as follows:

	C	E	D	M	Ex	% Achieving target
Overall	0	5	6	1	0	75%
Boys	0	4	5	0	0	67%
Girls	0	1	1	1	0	100%

Comment on results:

Overall, it is pleasing to see a strong movement of pupils from E to D. The progress of the boys from 8 out of 9 at E to 5 achieving D is good; those that remained at E made progress but within the band. Across the board, the achievement of target grades is good and it should be noted that the figures are slightly skewed by the low numbers (3 out of the 9 boys didn't achieve their D target). As the programme does not carry forward into Year 9, the teachers of these pupils have been made aware of their needs and will differentiate and support as needed. It should be noted that 3 more pupils originally entered the programme, but had left Woodbridge during the academic year.

Pupil Feedback:

A pupil conference was carried out by the support teacher and the comments and feedback were positive, with pupils feeling more confident in their literacy and general learning how to learn skills. They felt more able to answer questions in class and undertake written tasks in all subjects. A few of the comments are as follows:

'I find it easier to write PEE paragraphs now. We do a lot of PEE in extra English and I am finding it easier to choose quotes now. I had to write an essay about poverty in history and had to use PEE and it was quite easy.'

'I use the spelling rules in other subjects- when I remember. Sometimes I am rushing and I forget to. Extra English is the only lesson where we do spelling rules. And I can definitely spell definitely now!'

'It's one of my favourite subjects. The class is small and the other children are nice. I don't mind reading aloud in extra English but I do mind when there's more people. I don't like reading aloud in a big normal class but I think I might start to now.'

'I'd much rather do extra English than another language. I'm making less mistakes in my writing and it's useful.'

'We made biscuits and had to write instructions and then the next week I had to write instructions in Food Tech. So it helped.'

I think I can get ahead with my English by having the extra time in the lessons.

Maths Catch-up Classes

Analysis of Data – Year 7

There were 19 pupils who undertook the extra tuition lessons this year. At the start of the year, their levels were as follows:

	C	E	D	M	Ex	% Achieving target
Targets		12	7			
Boys		8	3			
Girls		4	4			

By the end of the year, the results were as follows:

	C	E	D	M	Ex	% Achieving target
Overall						64%
Boys	3	6	2			45%
Girls		5	3			100%

Comment on results:

The results are in line with what we expected. The target grades are set based primarily on attainment at KS2. The levels are a reflection of how well the topics covered in class were understood which shows marginal difference. The intervention classes are in place so that students gain more skills in basic numeracy (times tables, number bonds, etc.) an additional, bespoke assessment is being designed to assess this. They also exist in order to improve pupil's confidence in the subject as reflected in the student feedback.

Analysis of Data Year 8

There were 23 pupils who undertook the extra tuition lessons this year. At the start of the year, their levels were as follows:

	C	E	D	M	Ex	% Achieving target
Targets						
Boys		10				
Girls		13				

By the end of the year, the results were as follows:

	C	E	D	M	Ex	% Achieving target
Overall		21	2			80%
Boys		8	2			73%
Girls		13				85%

Comment on results:

The results are in line with what we expected. The target grades are set based primarily on attainment at KS2. The levels are a reflection of how well the topics covered in class were understood which shows marginal difference. The intervention classes are in place so that students gain more skills in basic numeracy (times tables, number bonds, etc.) an additional, bespoke assessment is being designed to

assess this. They also exist in order to improve students' confidence in the subject as reflected in the student feedback.

Student Feedback

' I feel like I have more confidence because before I did not know how to subtract on a number line'

'I am putting my hand up to answer in class now'

'I think I am making progress because I am understanding more than I did in Primary'.

'In normal lessons sometimes my teacher goes too fast'.

'Now I know a lot more stuff than I did in year7'

'I feel more confident but sometimes it is easy'

'I think that because of extra maths lessons I have improved greatly on my timestables, multiples'