



# WOODBRIIDGE HIGH SCHOOL

## Year 7 Catch-up Premium Report 2018-19

### Funding Allocation 2019-20

Woodbridge High School received a funding allocation of £14,847 in February 2019.

### Funding Spending Plan for 2019-20

The school intends to use the funding to contribute towards the salaries of our Literacy and Numeracy Catch-Up teachers. The funding allocation is £14,847 and the combined salaries of the two catch-up teachers total £62,000.

The school views the catch-up lessons as vital for the development of those students who did not reach the expected standard at Key Stage 2. Therefore, the catch-up programme is extended into Year 8 to provide those students with a two year programme of study to support their Literacy and/or Numeracy development.

The two catch-up teachers divide their time equally between Year 7 and Year 8, therefore the cost to the school is £31,000 per year group. The funding allocation is for Year 7 only which is approximately 50% of the total cost. The school believes that the additional investment offers a number of benefits:

- Small group teaching and support
- Two year programme of study to enable students to make meaningful progress
- Greater number of students involved in the programme

### Funding Spending Review for 2018-19

The school used the funding to contribute towards the salaries of our Literacy and Numeracy Catch-Up teachers. The funding allocation was £14,746 and the combined salaries of the two catch-up teachers totalled £62,000.

Please see section above for the rationale behind the spending as well as the school's contribution to the Catch-Up programme.

### Impact on Student Attainment and Progress for 2018-19

The remainder of this report focuses on the impact on the students who benefited from the funding.

## Structure of provision

The literacy and numeracy catch-up programme at Woodbridge for Year 7 and 8 students leads on from the Key Stage 2 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.

## Literacy

### **Analysis of data – Year 7**

There were 26 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
Overall	2	16	3	0	0
Males	1	11	1	0	0
Females	1	5	2	0	0

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

	C	E	D	M	Ex	EOY Test %
Overall	0	13	8	4	0	32%
Males	0	9	4	2	0	31%
Females	0	4	4	2	0	32%

Overall, it is pleasing to see a significant movement of pupils from E to D and, it is especially pleasing to see 4 pupils achieving M. The average percentage of 32% in the EOY test is okay given this cohort (the average for the Year group was 50%). It was pleasing that 6 of the students scored over 40%. There is little, if any 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 of the 26 pupils, 5 joined during the year.

## Analysis of Data Year 8

There were 30 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
Overall	0	21	8	1	0
Males	0	14	4	1	0
Females	0	7	4	0	0

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

	C	E	D	M	Ex	EOY Test %
Overall	0	11	16	2	1	38
Males	0	8	9	2	0	38
Females	0	3	7	0	1	37

Overall, it is pleasing to see a really strong movement of pupils from E to D. The progress of the boys from 14 at E to only 8 is good. The EOY test results are pleasing against the whole cohort average of 50% in the exams. Indeed, 14 of this group achieved scores of over 40%. 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.

### Pupil Feedback

A pupil conference was carried out by the Extra English 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:

- We read funny, cool and adventurous stories in a community.
- I would rather be in Extra English because it teaches you spellings but when I go to my (language) class it is really, really hard.
- I like the little tests.
- We get to be creative.
- It's going to help me learn new words.
- It has helped me with where things are supposed to go in sentences.
- I hope we get this subject in Year 9 to help us with our GCSEs.
- It is useful. I love all the books we read.
- It's learning English with fun.
- I have learnt to speak confidently and I thought they were all brilliant and I'm glad I came here. (boy who moved from second language to the classes at end of Year 7)
- There are not a lot of people which means we get more opportunities (example: to read everyone has a part) but in other classes there is lots of people.
- I really love going to extra English because it teach me new thing and when I am in English I can use what I learnt.
- I am now more confident with English.
- I am thankful for having a great teacher like Miss Oliver

## Review and Adjustments for Next Year

The teacher reviews SOL and plans next year to read extracts from 19th century novel to support year 8 students studying 'Great Expectations' in class and also to prepare them for the 19th century novel studies at GCSE. The current Year 7 group going into Year 8 is perhaps a little weak and may need extra support.

She will also work on non-fiction travel writing and comparative skills with the Year 8s to help prepare for the year 8 exams.

SPAG is part of almost every lesson for both Year 7 and Year 8; relentless revision of difficult spellings and spelling rules, teaching and revisiting basic punctuation and grammar

In addition, we are looking at the assessment systems to consider how to better establish a baseline point for this group to help monitor progress more closely.

### Numeracy

#### Year 7 - Before

Targets	C	E	D	M	Ex	% achieving target
Boys	1	6		1		
Girls	1	5	2			

#### Year 7 - After

Targets	C	E	D	M	Ex	% achieving target
Overall						
Boys	1	3	4			41%
Girls		3	4	1		68%

#### Year 8 - Before

Targets	C	E	D	M	Ex	% achieving target
Boys	7	1				
Girls	1	6	1			

#### Year 8 - After

Targets	C	E	D	M	Ex	% achieving target
Overall						
Boys	3	4	1			48%
Girls	1	7				12%

## Year 7

Results are in line with expectations. Target grades are based upon assessment on entry and KS2 data.

Levels are determined primarily of the class students are in and how well topics have been covered in class.

The purpose of intervention classes was to shore up basic numeracy skills, improve times tables skills (in conjunction with times tables rock stars practice done in class).

The programme is a tailored programme of practice of 4 key operations. The end of intervention assessment was not done as it would not show how the students' confidence, approach and willingness to attempt questions have improved.

Student voice was conducted and responses were provided.

NB. Numbers are reduced due to students leaving school/alternative provisions found.

## Year 8

Results are in line with expectations. Target grades based upon assessment and KS2 and end of Year 7 data.

Levels are determined primarily of class students are in and how well topics have been covered in class.

The purpose of intervention classes was to shore up basic numeracy skills, improve times tables skills

via written practice at the beginning of classes and practise of core numeracy skills.

The programme is a tailored programme of practice of 4 key operations. End of intervention assessment was not done as it would not show how the students' confidence, approach and willingness to attempt questions have been improved.

Student voice was conducted and responses provided show how welcomed it has been and the value gained.

NB. Numbers have reduced due to students leaving.

## Pupil feedback

The programme was initially for 19 students. 2 have left.

The remaining 16 students from Years 7 and 8 were asked to indicate if and how they felt the programme had helped them.

Their responses indicate that:

- It has helped their general numeracy skills.
- It has helped them to understand KS2 skills that they didn't understand before and do now.
- "It has helped us do adding and subtracting in my head".
- "It has really helped me with my times tables. I have worked hard on that".
- "I can do fractions better".
- "It has really helped me with my algebra".
- It has encouraged them to learn in class because they feel that they have the knowledge needed.
- It helps them to improve the work that they are doing in mainstream classes.
- It has helped them to be more confident in their approach to Maths.
- They feel more comfortable in asking their teachers for help in their timetabled classes.
- They have added confidence in approaching undertaking maths problems.