



WOODBIDGE HIGH SCHOOL

Year 7 Catch-up Report 2020-21

Spending Plan for 2020-21

The school meets the salaries of our Literacy and Numeracy Catch-Up teachers. The combined salaries of the three catch-up teachers total £94,000.

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 three catch-up teachers divide their time equally between Year 7 and Year 8, therefore the cost to the school is £47,000 per year group. 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
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Impact on Student Attainment and Progress for 2020-21

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 23 pupils who undertook the extra tuition lessons this year. All pupils started the year with KS2 scores below 100.

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

	C	E	D	M	Ex
Overall	0	18	5	0	0
Males	0	10	2	0	0
Females	0	8	3	0	0

Analysis of Data Year 8

There were 27 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	12	7	4	0
Males	0	7	4	3	0
Females	0	5	3	1	0

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

	C	E	D	M	Ex
Overall	0	16	8	3	0
Males	0	10	3	1	0
Females	0	6	5	2	0

In each case, the data results were heavily affected by the National Lockdown due to Covid. The nature of these pupils means that they found Distance Learning difficult to engage with and completing end of year assessments at distance, especially difficult.

It is, perhaps more valuable to consider, therefore, some general teacher feedback, although, again, this has been difficult to collate due to the National Lockdown. Pupils that take part in the provision are generally seen to increase in confidence and, especially, attitudes towards learning. There is, of course, some variation in this, but teachers are pleased to see a drive to do well in the small group classes and to see this reflected in the regular English classes.

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:

- My vocabulary is getting better every lesson. I love this lesson.
- My favourite thing is reading plays. We wrote them and acted them out. I wore a long yellow wig and bowler hat.
- I get more chance to read aloud in additional English than normal English as there aren't so many people.
- The best thing is the games. We play word games and games like simile Pictionary.
- My best piece of work was using a YouTube clip of lions chasing a giraffe and I had to write a script like David Attenborough to go with it. It was hard to get the timing right but I did. It helped with using new words.
- We do spelling every lesson and I get more right than I used to.
- The Hunger Games was my favourite. We wrote about reality TV and dystopias.
- The class is small and I talk a lot more than I do in other lessons. Everyone in the class is really nice and we have fun.
- Basically, it's my favourite lesson. It's on Mondays so it's a good start to the week.
- Miss Oliver helps us with our work. She sometimes types out the first sentence for me and that helps me to get started.

Review and Adjustments for Next Year

The teacher reviews SOL and has started to adjust the SOL to include extracts from 'Oliver Twist' to support year 8 students studying 'Great Expectations' in class and also to prepare them for the 19th century novel studies at GCSE.

Work is also underway in comparing Non-Fiction texts as part of supporting similar work in the English curriculum and for future assistance with GCSEs.

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 reviewing the assessment system so a bespoke system can be used which helps consider closely the progress of this specific cohort.

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.

Numeracy

Overall Impact and Evaluation

It has been difficult to establish the overall impact of the numeracy programme this year for the following reasons:

- The programme for Year 7 was a little later than usual in starting due to a lack of reliable baseline (Key Stage 2) data from primary schools
- Pupils selected for the programme following our own baseline screening then only participated for a few weeks before we reverted to distance learning due to the COVID19 pandemic.
- Outcomes for pupils in both cohorts were disproportionately affected by the effects of earlier closures

We are now modifying the programme to put in place simple but effective pre-programme and post-programme testing independent of other data sources so that we can more effectively gauge impact in future and further improve the programme.

In this exceptional year, the best measure of the huge benefits this programme brings to pupils selected is their feedback and that of their parents and carers.

Student Feedback

	Year 7		Year 8	
	Yes	No	Yes	No
Do you feel that extra maths lesson helping enough?	8	1	11	1
Does numeracy lesson help you to understand and improve work in other Maths lesson?	8	1	9	2
Do you feel more confident in learning extra maths?	8	1	11	0
Do you feel comfortable approaching teacher in your lesson?	9	0	11	0
Are you encouraged to learn in lesson?	9	0	8	2

Additional Pupil Comments

I enjoy the lessons and am improving my maths. It makes me feel more excited about maths.

Mr. S encourages all of us and makes the lessons fun.

I'm learning things that I can move onto my main maths so it really helps me.

I feel more confident because with less people I can focus better.

Well I was already good at maths so it is just recap.

It helps me understand and improve because we are doing things which I can use in my main maths lessons.

Most of the time I'm happy to do more because Mr S. helps us as much as we need to understand the topic.

Pupils felt they had improved particularly in times tables, decimals, calculations with decimals, place value, multiplying, division, four operations, fractions, "nearly everything" and "all areas, I guess".

Parent Feedback

	Year 7		Year 8	
	Yes	No	Yes	No
Do you feel that extra maths lesson helping enough?	3	0	6	1
Does numeracy lesson help your child to understand and improve work in other Maths lesson?	3	0	6	1
Does your child feel more confident in learning extra maths?	3	0	6	1
Does your child feel comfortable approaching the teacher in the lesson?	3	0	6	1
Is your child encouraged to learn in lesson?	3	0	7	0

Additional Parent Comments

All positive apart from one Year 8 parent who felt their child did not need this support. One parent in year 7 noted that her son had developed a connection with the teacher, but would still like him pushed further to gain confidence and asked for more additional lessons if possible.

Parents commented that they were pleased to have seen their children progress particularly in times tables, division, adding and subtracting in year 7 and multiplying with decimals, place value, fractions and basic arithmetic in year 8.

