

# St John's School & Sixth Form College

## Year 7 Catch up Funding Summary 2015/16

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In 2013 the Government made a commitment to provide additional educational funding to schools for each Year 7 student who had not achieved Level 4 in reading and/or mathematics at Key Stage 2.

Since then each year St John's has received additional funding of £500 for each Year 7 student who did not achieve this benchmark in reading and/or maths at Key Stage 2. The allocation for 2015/16 was £10,000. This figure was the result of 11 students who did not achieve the expected standard in reading and 16 students who did not achieve the expected standard in mathematics.

### **STRATEGIES**

All students were assessed for reading ages on entry and placed in targeted literacy groups. The Year 7 reading programme enables students to be given personalised support 3 times per week in 25 minute slots. In addition these students receive further literacy support from LSA staff during lesson times where appropriate. The use of Accelerated Reader continues to promote the importance of reading and literacy across Key Stage 3 and beyond and ensures all students are supported through their reading journey. The reading programme is also supported by a team of trained Literacy Leaders from Years 9 – 11.

A new pilot intervention scheme, Toe-by-Toe has also been introduced in the summer term to support those students still requiring urgent literacy intervention. Students are withdrawn from lessons for 15 minutes each day for one to one support. All staff involved have received thorough training on the Toe-by-Toe programme.

All year 7 students identified as needing additional provision in mathematics have been part of a peer mentoring numeracy support scheme throughout the year. Year 7 students are paired up with sixth form students who spend one half hour session per week tutoring them. The focus is on mastering basic numeracy skills and increasing fluency.

During enrichment time maths staff provide small group tuition to students who are not at the expected level. There is regular communication between the classroom teacher and the tutor to ensure students are receiving personalised support appropriate to their individual needs, once again the emphasis being on mastery and fluency in relation to basic skills.

Twelve of the students identified as needing additional provision during the year have also been mentored individually by members of the Welfare Team. This support can cover a number of areas such as social interactions, academic progress, organisation, family support and is tailored to the needs to each individual. Students can enter and exit mentoring programmes as and when they need to.

### **IMPACT - ENGLISH**

The impact of Year 7 catch-up funding was evaluated through the school's data and assessment routines, where internal assessments, progress descriptors, attitude, behaviour and homework were analysed for patterns and trends. Support was adapted at these points, if appropriate, in order to meet individual

students' needs. Within literacy, students' reading scores were regularly analysed for progress, and teaching support was then adapted to suit need.

The reading ages of all students were assessed in September 2015 and again in January 2016. The mean increase for these students was 0.5 years and 8 of the students improved by a whole year or more. In June 2016 the reading ages of the students were assessed once again. The average increase was 13 months (over a period of 10 months). Five of the students (with an average reading age of less than 8) each made over 20 months progress.

Students in Year 7 are assessed against Mastery Statements in each subject (Foundation/Developing/Secure/Excellence). In English there are 3 levels of differentiated Mastery Statements which are applied to different groups of students. Of the students in the catch up group, two were assessed against the middle tier of statements indicating that they were exceeding expectations during the year requiring less support to access the curriculum. In both cases the improvement can be attributed to a significant increase in students' reading ages. In addition, 2 more students achieved *Secure* or *Excellence* against their mastery statements indicating they have mastered these key objectives and are coping well with the demands of the subject. Another 3 students have been assessed as *Developing* these skills indicating that although they are on the right track, further support is still needed. The remaining 4 students have been identified as *Foundation* and are therefore just beginning to access the key areas. All of these students have received consistently high Attitude to Learning scores from English subject staff, indicating that they are engaging well in lessons. Despite some significant improvements already this year, their reading ages still represent their greatest barriers to learning so this is clearly an area of focus moving forward. SEND is also a key factor for these students, who continue to receive significant levels of support from Learning Support Staff and the Welfare Team and also through the nurture curriculum which they receive.

## **IMPACT – MATHS**

Sixteen students joined St John's in Year 7 without securing a Level 4 in Maths. These can be divided into two broad categories. Twelve students achieved a Level 3 and four students achieved a Level 2. All four students in the latter category also failed to achieve the requirement for a Level 2 in English and were awarded a B.

All students in Year 7 have recently been assessed using the new STAR Maths testing programme. The 4 students who previously achieved a 2 at KS2 scored the lowest marks in the year and were therefore identified as the only students in the year requiring "Urgent intervention". This strong correlation between KS2 results and STAR scores provides us with confidence in the validity of the STAR test as a progress indicator tool. The STAR results indicated that three of the remaining twelve students have improved significantly over the course of this year and now meet the benchmark standard for Year 7 students. The remaining nine students are classified as "Requiring intervention" or "On Watch". All sixteen students are taking part in the Year 7 peer tutoring programme with sixth form students. The tutors of all these students will be provided with feedback from the STAR Maths assessment to help identify key areas of focus for each individual student.

All sixteen students have achieved excellent Attitude to Learning Scores for Maths in all categories during Year 7 which indicates that they are demonstrating positive attitudes to their learning in Mathematics. This includes the completion of homework tasks, as well as working to the best of their ability in lessons. The majority of the students (15 out of 16) are taught in the same maths class which receives significant levels of support from the LSA team. Steps are being put in place to enable an extra set to be created as the

students move into Year 8 to provide even more specialised provision for the weakest students in the year and enable those who are improving already to be stretched even further.

In addition to the STAR Maths results, all students in Year 7 also sat a formal Maths assessment midway through Year 7. All sixteen students were assessed as at least “on track” in relation to their GCSE aspirational target grade (generated by FFT Aspire) with nine students being ahead of this grade.

At the end of the summer term students were reassessed formally. Nine of them were assessed as being at least “on track” when measured against their FFT Aspire target grade. Of these, 5 were actually exceeding predictions at that stage and 8 of them have moved up a maths set as they move into Year 8 to ensure the level of challenge is constantly increasing. One student left St John’s in the summer term. Additional strategies for the remaining students will be put in place during 2016-2017.

These students will continue to be closely monitored during Year 8. An increase in the number of maths sets means that students will be taught in smaller groups and receive more personalised, targeted support. Students will continue to be supported in their reading via the Accelerated Reader programme. Eleven of the students remain in the Year 8 “Nurture” group and will receive additional support in this small group environment for two hours each week.

The annual average attendance of all 23 remaining students was 94.7% (compared to a year group average of 95.3%). Within this one student had attendance less than 80% due to significant medical issues.