

Mathematics and Literacy Catch Up Funding 2016-2017

Funding this year was approximately £18,000. The funding was used in a variety of ways to support students to achieve academically. The total number of students eligible for this funding was fifty five (35%) a rise of 11.5% on the previous year. Low-attainment is defined as attainment below age-related expectation in a particular curriculum subject or skill.

Fifty five Year 7 students did not reach the score of 100 in their end of KS2 tests. Twelve students did not meet the expected standard in literacy but did meet the standard in numeracy. The reverse was true for twelve more students. Thirty one students did not meet the expected standard in either literacy or numeracy.

The ways in which the funding was used to support students were as follows:

- One-to-one lessons involving a Teaching Assistant (TA) or teacher for individual students;
- Timetabled extra literacy lesson;
- One to one intervention work with members of staff to develop academic achievement in Mathematics and English;
- Reading catch up programme run by TAs;
- Staff provision to enable students to further access learning materials (e.g. 123 Mathematics, IDL (dyslexia intervention)) and support that is required to close the gap;
- Creation of new teaching groups from December 2016, including a small group of the catch-up students; specific literacy and numeracy focus for all subjects and significant levels of additional adult support in class;
- Employment of a SENDCo to oversee and monitor the progress of SEND students, many of whom fell into this category;
- Employment of a TA to work with and support students who were struggling with English.

Summary:

- Overall 53% of these gained their 'Aim High' grade, indicating above average progress;
- The IDL programme had excellent results improving students' spelling and reading ages by an average of 7.3 months and 9.8 months respectively;
- The table on the following page contains the English and Mathematics End of Year mastery levels for this cohort. From the data it can be seen that the average Mastery Level in mathematics was met by these students, but in English it was one grade below. The reason for this is that pupils entered the school with particularly low KS2 Mathematics results, making the Mathematics target lower than the English target. However, there is still work to do in both subjects to ensure students achieve their aim high targets.

EOY result KS3

Name	Ex†	Est†	Dev†	Em†	Total Grades	Average Grade
English EOY Result	2	7	24	10	43	Dev
KS3 CAT Prediction	1	22	16	2	41	Est
Difference	1	-15	8	8	2	
Mathematics EOY Result	3	1	27	12	43	Dev
KS3 CAT Prediction	4	10	20	7	41	Dev
Difference	-1	-9	7	5	2	

† KS3 Grades are the Mastery Levels: Emerging, Developing, Established and Exceeding.

A student working at the Emerging level is on track to achieve GCSE grade 1-2.

A student working at the Developing level is on track to achieve GCSE grade 3-4.

A student working at the Established level is on track to achieve GCSE grade 5-6.

A student working at the Exceeding level is on track to achieve GCSE grade 7-9.

The data above is for all pupils who did not meet the expected standard at KS 2.

2 students who did not meet the expected standard in either literacy or numeracy, joined the school mid-year and therefore CAT predictions were not available at the time of this report.

Action Points:

Improve the progress of students who require Mathematics and English catch up:

- Aim to employ specialised English teachers in year 7
- Continue to identify students who enter The Wren School with lower than expected Key Stage 2 scores;
- Maintain the IDL programme to ensure Year 7 reading and spelling ages improve
- Ensure that all teachers and Teaching Assistants are aware of who these students are in order that they employ appropriately differentiated strategies across the curriculum;
- Identify and implement intervention strategies for these students;
- Research successful strategies that are employed elsewhere, trialling these in order to implement what works at The Wren School;
- Use recently employed Teaching Assistants to work with students who require Mathematics and English catch up funding;
- Regularly track the gap between the different groups of students.