

KS3 Catch up Programme Review

2016/2017

We have adapted our Numeracy/Literacy intervention this year to fully maximise the impact of catch up funding and minimise the impact on the student's access to a varied/enriched curriculum.

Once students have been identified with our usual data analysis as requiring extra intervention within Numeracy or Literacy they are taken out of lessons 3 times a week for an intensive 8 week programme of support.

This has reduced the impact on other subject areas since the students would only miss 1 lesson in any subject for the 8 week period and so can continue studying the course without the impact from previous years. It has also enabled us to focus on the students in smaller groups as once the 8 week cycle is complete we can look at a separate group of students to intervene with based on the information and tracking data we have.

The intervention programme is still in its infancy but early signs show that this system is having the desired impact and further information on this is available from the SENCO. We will be able to analyse performance of these students against their peers in all subject areas by the end of the year.

Cost Analysis

In the year 2016/2017 a total of £24,500 has been allocated and with the new intervention system in place an outline of the costs is shown below.

Intervention	Resource	Cost
Rolling identification and data analysis of intervention group	2 Days senior leader	£480
20 lessons per week specific to intervention, smaller groups setting	87% Qualified teacher salary	£26,100
Data tracking of intervention groups and review/analysis of impact	2 Days Senior Leader	£480
CPD to support best practice in delivery of interventions	1 Day CPD 1 Day Cover	£400
Work with primary feeder schools to link intervention programmes	5 Days qualified teacher salary	£576
Resources to support delivery of lessons	Intervention Budget	£1000
Coordination with SENCO to monitor programme including observation and feedback	10 days SENCO	£2200

Total spend 2016/2017 **£31,236**

Though the budget for catch up funding in both 2015/2016 and 2016/2017 has been exceeded, the impact on the students access to the rest of our KS3 curriculum justifies this overspend. With the support offered this year through the change of intervention system being more individualised we believe the impact will be greater than before with a cost saving of **£8285**.

The impact of the intervention will of course be monitored to ensure that it is indeed having the desired impact.

Outcomes

Students who received intervention in year's 7 and 8 would have been identified as making less than expected progress over the key stage and hence qualify for the programme.

Since KS3 levels were not relevant for this cohort the students were judged on their reading and numeracy progress by using nationally recognised tests which allowed us to gauge how many months progress they make over a given time period. The programme took place over a rolling period of 8 months and hence students who have made expected progress will have achieved 8 months progress over this time period.

It is also important to recognise that the students prior to this intervention would historically have been making less than expected progress with regards to reading and numeracy and hence a judgement of expected progress is a step up from what they were achieving before.

Individual student outcomes are listed below:

Year 7

Year	Surname	Reading Progress (Months)	Progress	Numeracy Progress (months)	Progress
7X	Student 1	19	More than	39	More than
	Student 2	2	Less than	10	More than
	Student 3	22	More than	14	More than
	Student 4	24	More than	14	More than
	Student 5	-3	Less than	10	More than
	Student 6	11	More than	25	More than
	Student 7	8	Expected	21	More than
	Student 8	8	Expected	7	Expected
	Student 9	15	More than	7	Expected
7Y	Student 10	9	More than	12	More than
	Student 11	16	More than	4	Less than
	Student 12	13	More than	17	More than
	Student 13	23	More than	3	Less than
	Student 14	17	More than	14	More than
	Student 15	22	More than	14	More than
	Student 16	20	More than	31	More than
	Student 17	24	More than	24	More than
	Student 18	11	More than	-21	Less than
	Student 19	4	Less than	0	Less than
	Student 20	13	More than	28	More than
	Student 21	12	More than	17	More than

Summary data for this year group are listed below

Y7 Reading Progress Measure	No of Students	Percentage
More Than	16	76%
Expected	2	10%
Less Than	3	14%
Total	21	

Y7 Numeracy Progress Measure	No of Students	Percentage
More Than	15	71%
Expected	2	10%
Less Than	4	19%
Total	21	

It is pleasing to note that 86% and 81% of students achieved at least expected progress over the 8 month intervention period. If you compare this to outcomes from 2015/2016 the success rate has significantly increased and hence this suggests that the model we adapted for this year has had the desired impact.

Y8 Reading Progress Measure		
More Than	14	47%
Expected	7	23%
Less Than	9	30%
Total	30	

Y8 Numeracy Progress Measure		
	17	57%
	1	3%
	10	33%
	30	

Whilst the progress figures are not as high as the year 7 group, we were encouraged that these figures do again suggest that there has been an increased in desired outcomes compared to 2015/2016.

To summarise the intervention for this year, a summary of all students in year 7 and 8 in the tables below:

Overall Reading Progress Measure	No of Students	Percentage
Reading		
More Than	30	59%
Expected	9	18%
Less Than	12	24%
Total	51	

Overall Numeracy Progress Measure		
Numeracy		
More Than	32	63%
Expected	3	6%
Less than	14	27%
Total	51	

Overall figures from both year groups show that 77% have made at least expected progress over this time period in reading and 69% in numeracy.

We will look to build on this with our intervention programme in the coming years, starting with 2017/2018.

Although we would want every student to be making more progress as a result of this intervention it is important to recognise that the programme as outlined is only now in its second year of delivery. We believe that it is important now to embed this intervention strategy and build on the gains we have made to ensure that the money we receive for catch up funding is full accountable for.

2015/2016

Students were identified at the beginning of year 7 to attend a programme of literacy and numeracy support to aid them in accessing the KS3 curriculum. These students may have been identified from a variety of sources which include:

- The student's Maths/Literacy test results at KS2 being significantly below the age related standard of 100 (4b)
- The student's mean CATS score being significantly below the required standard
- Evidence from teachers which suggest the students are struggling to access the KS3 curriculum

The students identified would attend 3 lessons a week of specific numeracy/literacy support in place of taking an additional foreign language lesson.

A review has been conducted on the student's progress in Maths/English to measure the impact of these interventions which are outlined below.

Numeracy

12 Students have been tracked who attended the intervention classes for numeracy in year 7 of 2015/2016. An overview of their progress is shown below:

Student Name	Year 7 start level Maths	Year 7 End Level Maths	Progress
BELFIELD Ellie-May	3c	4c	1
CLARK Gregor	3c	5c	2
DUNCAN Aidan	3c	4c	1
Student 1	3c	4b	1.2
Student 2	3c	4b	1.2
Student 3	3c	4b	1.2
Student 4	3c	3b	0.2
Student 5	3c	4c	1
Student 6	3c	4c	1
Student 7	3c	3b	0.2
Student 8	3a	4a	1
Student 9	3a	4c	0.2
Student 10	2a	2a	0
Student 11			
Student 12			
Student 13			

Overall average progress for this intervention group stands at **0.86** of a level for the year. Average progress for the year group as a whole was **0.52**. This evidences

impact in diminishing the difference academically between those who are in the intervention groups as opposed to those who are not.

75% of these students finished the year at a year 7 end level of 4 or above. This is crucial for moving forward since accessing the KS3 curriculum requires knowledge up to this standard. This has meant that in year 8 these students have been able to access the rigour and demands of the new KS3 curriculum at a level which is in line with their peers.

The new tracking system we have put in place for KS3 since the elimination of level scores is outlined below

There are 3 data collections in each year of KS3, students are judges on whether they are making expected progress against a new KS3 scheme of work which has been written across all subjects to fully prepare the students for the increased demands of a more rigorous KS4 curriculum. There are 3 data collection points in each year and the criterion for assessing the students is outlined below.

- The student is making less than expected progress (Less)
- The students is making expected progress (Expected)
- The student is making more than expected progress (More)

The group of students who are now in year 8 and have received the intervention in year 8 have been tracked and their results at our 8A data entry are summarised below.

Student Name	Progress
Student 1	Expected
Student 2	Less
Student 3	Expected
Student 4	Expected
Student 5	Expected
Student 6	Less
Student 7	Expected
Student 8	Expected
Student 9	Expected
Student 10	Expected
Student 11	Expected
Student 12	Expected
Student 13	Less

75% of these students continue to make expected progress evidencing that our intervention programme for numeracy in year 7 has had a significantly positive impact.

Of the small amount of students who are not making expected progress they will join a new intervention programme for the year 2016/2017 which the SENCO is leading on.

Literacy

Our literacy catch up programme ran in a near identical way to the numeracy throughout 2015/2016. The number of students receiving this literacy intervention however was greater than the numeracy and this is to be expected since there is more of a variety of factors which might influence who we target for this intervention group. These may include poor spelling/punctuation or a low reading age in addition to their KS2 reading/writing levels.

As a result of the increased numbers there were 2 separate intervention groups for literacy giving a total of 6 timetabled hours across the 2 groups. In a similar way to the numeracy programme we were able to track the student's performance across the year and the results of this are shown below:

Student Name	Year 7 start level English	Year 7 End Level English	Progress
Student 1	3C	3B	0.2
Student 2	3A	5C	1.2
Student 3	3A	3A	0
Student 4	3C	4A	1
Student 5	4A	4B	-0.2
Student 6	4C	4B	0.2
Student 7	N	3B	1.2
Student 8	3A	4C	0.2
Student 9	4C	4C	0
Student 10	3A	4B	0.5
Student 11	2C	3C	1
Student 12	3C	3B	0.2
Student 13	3B	3A	0.2
Student 14	3C	4C	1
Student 15	4B	4A	0.2
Student 16	3A	4C	0.2
Student 17	4B	4B	0
Student 18	4B	4B	0
Student 19	4A	5C	0.2
Student 20	4C	4A	0.5
Student 21	3A	3A	0
Student 22	3B	3A	0.2
Student 23	N	3A	1.8
Student 24	N	2A	0.8
Student 25	N	3B	1.2
Student 26	N	3B	1.2

The average progress for English in this target group is **0.5** (Half a level of progress). Average progress for the cohort stood at **0.38** hence again students within the intervention group made more progress than their counterparts.

Of the students that made progress in this group **50%** progressed to a level which enabled them to access the standard curriculum in year 8 which has meant that they will not need to receive as much intervention in the year 2016/2017 to make progress in line with their peers.

Having assessed the students from this target group at the start of year 8 it is clear to see that they have not accessed the curriculum as well as we might have hoped given the intervention they have had. It is for this reason that we decided to change our numeracy model to make it become more personalised and I have outlined the changes we have made further below. The results of the 8A data collection for the literacy intervention group are shown below.

Student Name	Year 7 start level English	Year 7 End Level English	Progress 8A
Student 1	3C	3B	Expected
Student 2	3A	5C	Less
Student 3	3A	3A	Expected
Student 4	3C	4A	Less
Student 5	4A	4B	Less
Student 6	4C	4B	Less
Student 7	N	3B	Expected
Student 8	3A	4C	Expected
Student 9	4C	4C	Expected
Student 10	3A	4B	Less
Student 11	2C	3C	Less
Student 12	3C	3B	Expected
Student 13	3B	3A	Less
Student 14	3C	4C	Less
Student 15	4B	4A	Expected
Student 16	3A	4C	Expected
Student 17	4B	4B	Less
Student 18	4B	4B	Less
Student 19	4A	5C	Expected
Student 20	4C	4A	Less
Student 21	3A	3A	Expected
Student 22	3B	3A	Expected
Student 23	N	3A	Less
Student 24	N	2A	Less
Student 25	N	3B	Expected

46% of students in this group are now judged to be making expected progress in line with their peers. While this is an improvement from their starting points, we would hope for more from the intervention they have received. I have outlined how we have acted upon these results for the current academic year below.