

Croft Community School

Year 7 Catch Up Grant 2018-2019 Impact

To enrich and enhance the learning of Year 7 students in Maths.

To improve Year 7 progress in Maths

Provide support and intervention for Maths for identified pupils through:

Purchasing 12 laptops to be used by year 7 students in their Maths Lessons and to be stored in specialist classrooms.

The laptops provided have enabled students to access Mathletics and various other websites during lessons that can be more targeted to a student's needs.

Mathletics can be differentiated by work set, level, curriculum. It has enabled students to 'play'/learn against their peers and students across the world.

Students have had access to maths 'games' that visually have helped them to see the abstracts of maths in a clearer way, an example would be calculating the angle drawn on a circle with sectors.

Anecdotally I have seen an improvement on problem solving and number. For those students in Year 7 (12) who have had access to the laptops the following progress was made in Mathematics.

Using the school assessment system(Progression) 9 of the 12 students made expected or over expected levels of progress in Year 7 Maths.

These results relating to place value are shown below.

| | | | |
|-----------------------|------------------------|--------------------------|-----------|
| Student 1 | P10-8% | P10-58% | P10-62% Y |
| Student 2 | P9-78% | P10-30% | P10-46% Y |
| Student 3 | S1-18% | S1-70% | S1-73%Y |
| Student 4 | S2-13% | S2-75% | S2-20%N |
| Student 5 | S1-29% | S1-80% | S1-76%Y |
| Student 6 | S1-12% | S1-60% | S1-65%Y |
| Student 7 | S1-43% | S2-10% | S2-27%Y |
| Student 8 | S1-35% | S1-80% | S2-7%Y |
| Student 9 | P10 16% | S1 -20% | S1 59% Y |
| Student 10 | S1 35% | S1 70% | S1-65% N |
| Student 11 | P9 33% | P10-16% | P10-8% Y |
| Student 12 | S1 35% | S1 - 70 | S1-59% N |
| Baseline level | Predicted level | End of year level | |

75% of students met or exceeded their expected levels of progress.

Further interventions are planned for those students who have not made expected progress.

Added to this, staff have used the laptops as a “third support assistant”. Students engaged with maths, it aided ASC students with their communication, it also enabled targeted intervention linking with their learning.

Proposed impact - To enrich and enhance the learning of Year 7 students in Literacy.

To improve year 7 progress in Reading.

Provide support and intervention for reading for identified pupils through:

Purchasing up to date / appropriate resources for Year 7 reading (Accelerated reader)

Facilitating time for Lead for English to plan, baseline and develop programme for Year 7 cohort

Providing appropriate training for the appropriate pastoral teams

Another key aspect for the use of the Year 7 catch-up fund was to develop the literacy levels of students.

Accelerated reader forms a key basis of the development of literacy across the school. Funding was used to purchase accelerated reader and all year 7 students have an accelerated reader log on, access to quizzes and resources such as books to develop reading skills.

The table below details the reading levels in September 2018, predicted levels and end of year reading level. Again, these levels are from the school assessment system, Progression.

The results below demonstrate the progress made from last year’s year 7 cohort with regard to reading ages.

| | | Baseline reading level | Predicted reading level | Reading End of Year level | |
|-----------|---|------------------------|-------------------------|---------------------------|---|
| Student 1 | 7 | P10-8% | P10-58% | P10-62% | Y |
| Student 2 | 7 | P9-78% | P10-30% | P10-46% | Y |
| Student 3 | 7 | S1-18% | S1-70% | S1-73% | Y |
| Student 4 | 7 | S2-13% | S2-75% | S2-20% | N |
| Student 5 | 7 | S1-29% | S1-80% | S1-76% | Y |
| Student 6 | 7 | S1-12% | S1-60% | S1-65% | Y |
| Student 7 | 7 | S1-43% | S2-10% | S2-27% | Y |
| Student 8 | 7 | S1-35% | S1-80% | S2-7% | Y |

| | | | | | |
|---------------------------|---|--------|--------|--------|---|
| Student 9 | 7 | S2-33% | S2-67% | S2-39% | N |
| Student 10 | 7 | S1-28% | S1-60% | S1-LC | Y |
| Student 11 | 7 | S2-33% | S2-80% | S2-75% | N |
| Student 12 | 7 | S1-22% | S1-50% | S1-80% | Y |
| Student 13 (late starter) | 7 | | | S2 20% | |

In Summary of the 12 students who were in receipt of catch-up funding 75% of students met or exceeded their predicted levels in literacy with a particular focus on reading.

Proposed impact - To enrich and enhance learning of Year 7 students in basic literacy and Numeracy by providing positive and relevant learning experiences outside of the traditional learning environment.

To improve year 7 basic literacy and numeracy skills at year 7.

Provide opportunities to develop individual curiosity for learning outside of the classroom for identified pupils through:

Providing opportunity for pupils to explore learning beyond the school day as part of a residential visit

Facilitating time for Lead for Outdoor Education, Maths and English to plan, baseline and develop programme for Year 7 cohort

Completion of AQA unit awards relating to Literacy and Numeracy outside of the classroom

Another aspect of the Year 7 catch-up fund was to enable students in Year 7 to develop literacy and numeracy skills in the environment and outside the classroom.

Students in Year 7 went on residential visit in June and July 2019 where they developed their literacy and numeracy skills whilst in the environment. The students completed 5 Unit awards accredited through the AQA Unit Award Scheme. These titles were:

Map reading - Basic map reading skills.

73124 Map Reading Giving directions.

2382 - Introduction to Map Reading

LE5892 Basic Map Reading

105449 Map Reading: Giving Directions

92067 Following and Giving Instructions

79617 Counting Out Objects Up to Twenty

6 year 7 students went on these residential visits. As well as development of the literacy and numeracy skills there was also a growth in preparing for adulthood outcomes that cannot be measured other than anecdotally. These ranged from developing teamwork when rafting to developing community involvement, self-help and independence as well as healthy living.