Middleton Technology School

In Pursuit of Excellence

Year 7 Catch up Premium 2018 - 2019

What is Year 7 Literacy and Numeracy catch-up premium?

The literacy and numeracy catch-up premium gives state-funded schools, including special schools and alternative provision settings, additional funding to support year 7 pupils who did not achieve the expected standard in reading or maths at the end of key stage 2 (KS2).

How much do we receive?

In the year 2018 – 2019 we received £16,120, we expect to receive £15,940 in the next year.

How do we spend the premium?

At Middleton Technology School we use this funding to provide a Literacy co-ordinator and Numeracy co-ordinator. These members of staff help our year 7 students in the following ways:

- Provide and organise 1-1 assistance and small group work both during lesson time and at other intervention time during the school day.

- Provide and organise targeted short term Literacy and Numeracy Intervention designed to accelerate progress. After an initial assessment of need, gaps in learning are identified and bespoke programmes of study are developed and delivered which are designed to ensure students make rapid progress in these areas.

- We have assigned a Lead teacher to oversee the rigorous transition programme for these students and lead the summer school to ensure that these students are able to start making rapid progress the moment they join us.

- Develop our links with local primary schools and run collaborative intervention.

What impact did the premium have?

In 2018/2019 16.5% of students arriving at our school had not met the expected standard in reading, 9.8% had not met the expected standard in Grammar, Punctuation & Spelling and 12% had not met the expected standard in Maths.

2018/2019 intake	Grammar, Punctuation & Spelling	Reading	Maths
Below the Expected Standard	26	44	32
At the Expected Standard	240	222	234
No KS2 Result	5	5	5
% learners arriving below expected	**9.8%**	**16.5%**	**12.0%**

83% of the students who started our school below expectation in Reading were making at least expected progress towards their end of year target grade by the end of year 7. 58.5% of these students were making more than expected progress.

86.8% of the students who started our school below expectation in Maths were making at least expected progress towards their end of year target grade by the end of year 7. 58.5% of these students were making more than expected progress.

Name	Excel %	Excel - Good %	Excel - Expected %	Excel - Below %	Excel - X %	Average Grade
English	24.5	58.5	83	100	100	Good
Mathematics	22.6	58.5	86.8	100	100	Good

Maths - By class intervention

703

75% of the students from 703 improved on their assessment from the January assessment.

		5	6	7	8	9	10	11	12	13	14	15	16	17	23	27	32	35	30	
Surname	Class	Subtraction	Adding decimals	Addition	Multiply (1 x 2)	Division	Multiply (3 x 1)	Subtraction	Subtract like fractions	Missing number	BIDMAS	Multiply fractions	Multiply multiples of 10	Division by single	Subtract related fractions	Divide fraction by single digit	Subtracting fractions	Multiply by a fraction	Adding mixed	total
TOTAL		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	19
		0.95	0.75	0.90	0.85	0.95	0.90	0.70	0.90	0.80	0.85	0.65	0.85	0.95	0.45	0.30	0.35	0.65	0.90	
		95%	75%	90%	85%	95%	90%	70%	90%	80%	85%	65%	85%	95%	45%	30%	35%	65%	45%	
last time:		87%	87%	91%	96%	91%	87%	83%	70%	57%	91%	61%	87%	78%	30%	35%	9%	17%	0%	
Improvement:		8%	-12%	-1%	-11%	4%	3%	-13%	20%	23%	-6%	4%	-2%	17%	15%	-5%	26%	48%	45%	

Students improved mostly on the topics; missing number/ reverse operations (+23%), subtracting fractions (+26%), adding mixed numbers (+45%) and multiplying fractions (48%). There were noticeable dips in; column subtraction, multiplication and adding decimals. The topics where there was a decline in improvement are topics you would expect students to get correct and maybe didn't have as much exposure on Do Now's as the other topics. Looking at the student's scripts, students clearly know how to work the questions out and are attempting the questions using the correct method, the mistakes are mostly down to simple human error. Going forward, I need to make sure that all topics are rotated regularly for Do Now's and no matter how easy some topics seem, students need regular exposure to all questions.

704

77% of the students from 704 improved on their assessment from the January assessment, It is worth noting that students with the greatest improvements were regular attendees at the extra booster classes at Alkrington primary school on a Wednesday. Some class members were more reluctant to engage.

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Surname	Class	Addition	Addition	Adding like fractions	Division	Subtraction	Adding decimals	Addition	Multiply (1 x 2)	Division	Multiply (3 x 1)	Subtraction	Subtract like fractions	Missing number	BIDMAS	Multiply fractions	Multiply multiples of 10	Division by single	Divide by 10	Multiply by 1000	Divison by 2 digit	total
TOTAL		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	21
		0.85	0.62	1.00	0.85	0.69	0.62	0.85	0.69	0.54	0.54	0.69	0.69	0.31	0.54	0.69	0.54	0.38	0.46	0.69	0.31	
		85%	62%	100%	85%	69%	62%	85%	69%	54%	54%	69%	69%	31%	54%	69%	54%	38%	46%	69%	15%	
last time:		85%	69%	69%	92%	62%	77%	77%	69%	69%	62%	69%	8%	31%	54%	54%	8%	38%	15%	23%	0%	
Improvement:		0%	-8%	31%	-8%	8%	-15%	8%	0%	-15%	-8%	0%	62%	0%	0%	15%	46%	0%	31%	46%	15%	

Students improved mostly on the topics; subtracting like fractions (+62%), multiplying multiples of 10 (+46%) and dividing by 10 (31%). There were noticeable dips in multiplication and division. Students from this class will really benefit from the Pixl timestables app and will be directed towards this resource before the end of term.

723

78% of the students from 723 improved on their assessment from the January assessment.

		Adding decimals	Addition	Multiply (1 x 2)	Division	Subtraction	Subtract like fractions	Multiply fractions	Divide by 10	Multiply by 1000	Multiply (4 x 2)	Subtract related fractions	Adding mixed	Subtracting fractions	Multiplying decimals	Long division
		6	7	8	9	11	12	15	18	19	22	23	30	32	33	36
		79%	96%	100%	100%	92%	83%	75%	96%	92%	88%	67%	63%	63%	54%	75%
last time:		75%	88%	88%	88%	88%	75%	69%	81%	94%	66%	75%	31%	63%	50%	50%
Improvement:		4%	8%	13%	13%	4%	8%	6%	15%	-2%	22%	-8%	31%	0%	4%	25%

Students improved on all topics except; multiplying by 1000 and subtracting related fractions. The biggest improvements were adding mixed numbers (+31%) and long division (+25%).

804

Support has continued for students still requiring support to catch up in Year 8. 77% of the students from 804 improved on their assessment from the January assessment.

Reading

Reading age impact

Autumn Term		Summer Term		Total Diff?
Rdg Age Y	Rdg Age M	Rdg Age Y	Rdg Age M	
9	11	14	9	+4Yrs 10mth
9	7	14	6	+4Yrs 11mth
9	7	13	9	+4Yrs 3mth
9	7	13	3	+3Yrs 8Mth
9	7	10	11	+1Yr 2mth
9	7	12	9	+3yrs 2 Mth
9	7	10	3	+6mth
10	3	12	0	+1Yr 9Mth
10	7	12	0	+1Yr 5Mth
10	7	13	9	+3Yrs 2Mth
9	3	11	4	+2Yrs 1mth
8	2	11	4	+3yrs 2 Mth
10	7	11	4	+9mth

Those that attended on a consistent basis (80+%) **improved their reading age by at least 6 months, and up to 4 years over the course of the academic year**, a trend that historically continues the longer students attend.

How we intend to spend next year's funding (2019-2020)

In the coming academic year we will maintain our commitment to the roles of Literacy and Numeracy Coordinators. These staff will continue with proven strategies and new initiatives to help our students who were below the expected Key stage 2 level to make better progress.

Review Date September 2020