Evaluation of Y7 catch up funding 2016-2017 and planned strategy for 2017-2018

How much was received?

The Crest Academy received £19,500 in Y7 catch up funding. The projected amount for this academic year is in line with last year's.

How we intend to spend it?

The areas of spend forecast for 2017/18 will be the same areas of spend in 2016/17 as the impact has been significant.

How was it spent last year?

The funding was used to support the academy's literacy strategy the outline below highlights the impact this has had on students that attract this funding.

How it made a difference?

This report outlines the impact this funding has had on the progress of students who attract this.

Reading Age Progress: Pupils make accelerated progress in reading while in KS3 at the Academy.

- In the five months between testing in May year 7 and September year 8, 79% of pupils progressed by six months or more. Between May year 7 and September year 8 57% of the cohort progressed by six months or more.
- In the same five month period the year 8 to year 9 percentage of pupils who are non-readers dropped from 15% to 8% of the cohort.
- The cohort with the lowest starting points is the current year 10 cohort and have made the most rapid progress (pupils made on average 21 months of reading progress in 11 months).

GL Testing Progress: The proportion of pupils making expected or better progress rises in each year within KS3.

- Testing pupils at the start and end of the Academic year 2016-17 showed the proportion of pupils making expected or better progress increased in Mathematics from 72% in year 7, 85% in year 8 and 93% in year 9.
- In English 60% of the cohort made expected or better progress in year 7 compared to 77% in year 8. There was a fall in the number of pupils making expected or better progress in English in year 9 down to 41% but this was due to a significant IT issue during the testing, this is corroborated by internal assessments and externally measured reading age progress.

Midyear Entrants: The Academy makes effective provision for midyear entrants and the majority of them make accelerated progress (more than three sublevels per year) in English.

- The figures in this report take the pupils attainment in the first of the six Data Harvests that the pupil sat and calculated the progress over time between that and Data Harvest 6. In both year 7 and year 8 English over 60% of midyear entrants are progressing at a rate of three sublevels per year or higher.

- Midyear entrants also perform well in Maths in year 8 with over 70% making accelerated progress although progress in year 7 maths is weaker (45% of midyear entrants making expected progress) and this is an area of focus for the upcoming year.
- The data indicates that the academy is effective at supporting midyear entrants to make rapid and sustained progress.

Planned strategy for this academic year:

Early identification of pupils for intervention

Assistant Vice Principal for KS3 attainment to identify underperforming subgroups for quality first teaching support in departments. Individual pupils who are still underachieving are identified by triangulating progress in English and Maths to divide pupils into four sub groups (Achieving, critical English, critical Maths, currently underachieving), boards of these are produced visually and shared with Curriculum Directors. Triangulating data from the six monthly reading age tests, half termly Data Harvests and the GL assessments from the start and end of the school year identifies the pupils who are most in need of extra support. Pupils then move onto support programmes in the Achievement Centre which are run and monitored on a six weekly cycle.

Key areas

Progress of the Year 8 and 9 cohorts is a key focus.

Progress of SEN pupils and mid-term entrants in Maths. Full evaluation of the deployment of support, whether further training of support staff is needed or whether the settings need to be changed to support more vulnerable pupil groups. The Maths department began to implement a Mastery Curriculum in 2016-2017 and the transition to this may explain some more variable results in that curriculum area. All maths staff have now had Mastery training and schemes have been externally purchased and tailored for delivery at the Academy.

Use of achievement centre to tackle underachievement

Pupils identified for additional support attend a six weekly programme in the Achievement Centre. Their timetable moves them from non-core subjects into the Achievement Centre until their core skills are secure enough to allow them to access the curriculum in other subjects. Intervention is split between four strands: EAL beginners lessons run by specialist English as an Additional Language teachers, reading support in small groups for non-readers using Ruth Miskin phonics training, reading support for readers who read below chronology through Lexia reading software with Achievement Centre staff providing intervention on areas identified by the software as barriers to progress and Maths intervention. The initial six week programs focus on pupils with low progress and low attainment while the pupils with higher attainment and low progress are highlighted to Curriculum Directors as priority students for in class intervention, these pupils are also invited to reading breakfast clubs on Tuesdays and Thursdays and homework support club on Wednesdays.

Intervention programs in the Achievement Centre are identified using the underlying data (GL assessments and reading ages) alongside the more frequent data (each Data Harvest). This created the list of pupils who will be prioritised for intervention the following half term and is communicated to parents by letter and by phone. The program lasts six weeks and pupil's progress is measured at

the end. For English intervention this is through sitting the Hodder Access Reader Test with a minimum improvement of 2 months (this would represent progress at more than 50% above chronology) alongside the Data Harvest for that half term's English assessment. For Maths based intervention this is through measuring their Maths progress using a GL assessment alongside their in-class Data Harvest (pupils are expected to have made a sub-level of progress: this represents progress at six sublevels per year or three times national average progress). Pupils who make strong progress return to wider lessons, pupils who have not are placed on the intervention cycle again following a meeting with AVP KS3 Attainment, the pupil and the pupil's parents.

Programmes to support literacy and maths

Expansion of the number of Lexia licenses to continue to support the growing numbers of new entrants and EAL beginners. Currently these groups make accelerated progress but with increasing numbers of mid-year entrants and a critical group of year 9 students the number of licenses needs to increase from 105 to 200 to ensure access for all pupils reading below chronology. Lexia is provided as part of the six week intervention strategy in the Achievement Centre and twice a week at a breakfast club.

Evaluation of class groupings and deployment of support staff within Maths to support key underachieving sub-group of pupils on the SEN register in Maths.

Greater use of achievement by curriculum areas to support students to make progress

Assistant Vice Principal for KS3 attainment to identify key cohorts where pupil progress is weak using Four Matrix software with Curriculum Directors. Adjustments to be made to the following Scheme of Work in that curriculum area and year group. For example, pupils with high prior attainment underachieving would indicate the need to increase the level of challenge in future schemes.

Identification of mid-year entrants and tracking their progress levels

Currently mid-year entrants sit a CATS test on day 1. This is then used to set aspirational targets for KS3 and KS4 attainment. Tracking this shows that mid-year entrants currently make marginally faster progress in English than the cohort average but a lower percentage of pupils make expected progress in Maths. From this the KS3 AVP is looking into the intervention for mid-year entrants in Maths and whether the current set groupings are effective.

Evaluation measure: mid-year entrants to make progress on a par with the cohort average in their year groups.

Reading ages

Pupils to sit reading age testing each six months of their time at the Academy. This data is used to determine intervention and also shared with Form Tutors to guide 1-1 reading in form time. Data is also shared with all subject teachers to support planning and reported to parents on a termly basis.

DEAR

Drop Everything And Read is implemented three times a week across KS3 forms. For the majority of the year pupils read a book of their choice independently. For one half term form tutors implement

guided reading of a class text with simple comprehension and inference questions and class discussion.

The success of DEAR is evaluated on a form and year group basis with form tutors providing intervention for pupils whose reading does not improve at or above chronology, form tutors also provide rewards for pupils making exceptional progress in reading by contacting parents. The librarian sends home three positive post cards per year group per term for pupils using the library regularly.

The librarian also runs a reading club using sixth formers to guide reading on Thursdays for year 7 students, the impact of this will be measured by comparing progress in those pupil's reading ages and the cohort average. If impact is strong then the programme will be expanded.

This is supplemented by the organisation and structure of the English curriculum in KS3 where one period per week is allocated to reading.

Evaluation measures:

- 75% of the cohort make accelerated progress in the six months between reading age tests.

- half of non-readers (defined as with are reading age of below 7 and therefore unable to access the written curriculum) progress sufficiently to no longer be defined as such.

Literacy and numeracy whole school strategies

Literacy is tackled through consistent implementation of the Crest Academy four core literacy strategies (speaking in full sentences and avoiding slang, track the speaker, carrying a reading book of their choice at all times and responding to feedback including literacy corrections on all written work). These four strategies are tracked through observations on PAM and across the school are expected to be observed as Good or better in 80% of observations. (In all internal observations staff are given a grading of Good when three strategies are seen in the lesson and an outstanding if all four are clearly evident).

Evaluation measure:

- 75% of KS3 pupils making accelerated progress in the six months between reading age tests.
- 85% of pupils at KS3 making expected progress in English