



Year 7 Impact Evaluation 2018-2019

|                     | Key Stage 2 2018 |                |                         | GL Progress Tests Assessments |              |                         |                 |                            |
|---------------------|------------------|----------------|-------------------------|-------------------------------|--------------|-------------------------|-----------------|----------------------------|
|                     | Y6 Summer        | Y6 Summer      | Y6 Summer               | Y7 Autumn                     | Y7 Summer    |                         | 1 Year Progress |                            |
|                     | APS (Nat 104)    | Exp % (Nat 75) | Greater Depth % (Nat 8) | APS (Nat 100)                 | PT Exp % >90 | PT Greater Depth % >111 | Exp Progress %  | Higher than Exp Progress % |
| <b>English (63)</b> | 92.3             | 0%             | 0%                      | 88                            | 9.8%         | 0%                      | 32.8%           | 0%                         |
| <b>Maths (58)</b>   | 93.7             | 0%             | 0%                      | 83.2                          | 24.1%        | 0%                      | 56.5%           | 10.9%                      |

\* Results based on GL Assessment progress tests

\*\*26 students out of 60 (43.5%) improved their reading skills between September 2018 and July 2019

| Record of Year 7 Catch-up Funding to be spent by item/project 2018 - 2019  |             |  |  |
|--|-------------|--|--|
| Item/Project   | Cost        | Objective  | Evaluation   |
| English and Maths lessons offering smaller class sizes. Additional capacity from raising standards mentors and specialist learning mentors to support during Skills sessions and after-school literacy and numeracy intervention groups. | £8,000      | <ul style="list-style-type: none"> <li>▪ Enhanced existing provision.</li> <li>▪ Intensive literacy and numeracy support.</li> <li>▪ Targeted interventions for those in greatest need to accelerate progress.</li> <li>▪ Informing and involving parents/carers where appropriate.</li> </ul> | Students were identified by class teachers where intervention was needed and students accessed small group topic intervention.   |
| Personalised catch-up sessions for identified students in the form of learning support.  | £4,000 x 3  | <ul style="list-style-type: none"> <li>▪ Enhanced existing provision.</li> <li>▪ Intensive literacy and numeracy support.</li> <li>▪ Targeted interventions for those in greatest need to accelerate progress.</li> </ul>  | Most students gained confidence in areas needing further support for Maths, English and self-esteem.   |
| Specialist Teaching Assistants (TAs) working with identified students on a Phonics teaching programme, including the use of Toe by Toe, IDL and Successmaker software packages. Training so staff are competent at using online tools.   | £18,000 x 5 | <ul style="list-style-type: none"> <li>▪ Targeted interventions for those in greatest need to accelerate progress.</li> <li>▪ Informing and involving parents/carers where appropriate.</li> <li>▪ Train staff to support future learners.</li> </ul>  | Students who were unable to access SATs tests or who have shown they have lower reading and spelling ages have been able to make progress or have the confidence to ask for support so they can access lessons and show progress in assessments. |

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|--|-----------------|--|---|
| Access to Maths books at home through Kerboodle and MyMaths using the chromebook 1:1 initiative in school as well as accessing Khan Academy, Maths PiXL and 123 Maths. | £5,000          | All students having access to teaching resources and support materials at home.  | All students have been able to complete tasks based on their ability with support materials were necessary.<br><br>As a result of these programmes, the proportion of students who access intervention(s) or receive additional support made expected progress. |
| Weekly spelling intervention.  | £0              | All students have access to differentiated spellings based on their spelling age so they are stretched and challenged.   | Some students improved reading ages by at least one level by the end of year 7.   |
| Weekly Google classroom updates to keep parents/carers up to date with work in the classroom.  | £0              | All parents/carers having access to classroom summaries to triangulate support between student, home and school.   | Parent/Carer communication improved as well as access to support materials when working with their child at home.   |
| Edukey personalised learning plans to support provision mapping.   | £2,000          | All staff, students and parents/carers working collaboratively using live intervention updates for the students with SEND or students with lower prior attainment. | Students and parents/carers feel supported and updated with interventions to support progress.  |
| Increased pastoral support.  | £6,000          | To improve attendance, social and emotional skills as well as raising self-esteem.   | Students who engaged in attendance intervention improve so they are able to access all areas of the curriculum and not fall behind.   |
| Soundwrite/IDL and Toe by Toe training.  | £2,000          | Raise attainment in literacy through specific, targeted work with students.  | A significant proportion of students who engaged regularly within the intervention made expected and more than expected progress.   |
| <b>Total Catch-up received:</b>  | <b>£20,000</b>  |  |   |
| <b>Total Expenditure:</b>  | <b>£212,000</b> |  |   |

\*\*\* Biddenham School closely monitors all spending and impact on student performance and adjusts its approach in the light of this.