

MARSHFIELDS SCHOOL

A Special Technology College
Eastern Close Dogsthorpe Peterborough PE1 4PP

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Year 7 Literacy and Numeracy Catch-up premium report 2016/17

The literacy and numeracy catch-up premium provides secondary schools with an additional £500 for each Year 7 student who did not achieve an equivalent of at least a National Curriculum level 4 in writing, reading and/or maths at the end of Key Stage 2.

In the academic year 2016/17 twenty-two students began the year in Year 7 at Marshfields School. All students were well below the expected standards in Maths and English and we received extra funding for twenty of the students, eight of which were boys and twelve were girls. This means that we received an additional £10,000 to support our students with their English and Maths.

This is a secondary special school so all twenty-two students have an Educational health care plan to support their special educational needs; each of the students having a wide variety of needs that have impacted on their previous learning and continue to impact on their current learning.

Organisation of students

The students were split into two smaller form groups, each with a teacher and a teaching assistant to support them. The teaching assistants worked with and supported solely their form group whilst they moved around the school experiencing all the subjects of the curriculum.

- The staff were able to encourage independence and build student confidence.
- The smaller number of students within each group enabled the staff to settle them more quickly within our school setting and the students knew that the same TA was there to support them in all lessons.
- The smaller group size also enabled quality first teaching to take place where specific targeted work could be carried out.
- Many of our student's individual needs could then be addressed throughout the curriculum.

Intervention Strategies

- All of the students received some smaller group interventions and some 1 to 1 intervention in English and/or Maths to support their learning. They also received further interventions to fulfil their other needs related to their EHC plan.
- Support from the Literacy and Numeracy interventions coordinator.
- Purchase of literacy and numeracy resources to support learning, for example laptops, RWI 'Fresh start' Programme, number and phonics resources, etc.
- Implementation of the morning Numeracy strategy to improve students' knowledge, skills, understanding and subject confidence. (30mins x 4 days per week). This is monitored by learning walks led by members of SLT and middle leaders.
- Accelerated reader/star reader licences to support reading and measurement of reading in class. Reports highlight skills and steps for improvement. Accelerated reader is used in afternoon strategy times, 30 mins x 4 days per week. This is also monitored by learning walks led by members of SLT and the lead teacher of English.
- Purchase of licences for Star Early Literacy to support teaching/learning of decoding/phonics/phonemic awareness, etc.
- Introduction of phonic sessions in each form to support decoding and reading skills.
- New books in the library chosen by the students that are of interest to them, this has helped to encourage and support reluctant readers, and has supported students of all ages and abilities (see case study)
- Continued use of Clicker software to support the students' needs in writing and external and internal training has been provided to ensure efficient use. This was updated to Clicker 7 within the year.
- Extra IT equipment within school to support students learning in class with the addition of tablets that support Clicker 7.

Impact of interventions on learning

English Data - September 2016 to July 2017

English writing 'objectives mastered' progress based on Teacher Assessment and moderation.	Number of Students	%
1 - 4+ objectives mastered	20	100%
5 - 9+ objectives mastered	15	75%
10 - 14+ objectives mastered	8	40%
15 - 19+ objectives mastered	4	20%

Reading Age Data based on Star Reader results.	Number of Students	%
0 - 5mths + progress	18	90%
6 - 11mths + progress	8	40%
1 - 2yrs + progress	3	15%

Average Scaled Score progress for the 4 students also measured using the Star Early Literacy programme is 59.5

Maths Data - September 2016 to July 2017

Maths 'objectives mastered' progress based on Teacher Assessment and moderation.	Number of Students	%
1 - 4+ objectives mastered	20	100%
5 - 9+ objectives mastered	16	80%
10 - 15+ objectives mastered	4	20%

Maths Age Data based on 'Basic number screening test' - Gillham & Hesse	Number of Students	%
0 - 5mths + progress	20	100%
6 - 11mths + progress	14	70%
1 year - 1 year 11mths + progress	7	35%
2yrs + progress	1	5%

All Year 7 students will continue to be monitored on our reviewing and assessment cycle throughout Year 8. Further interventions and strategy groups will continue to be given to those requiring additional support.

Shelley Taylor

Deputy Headteacher September 2017