

# 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 2017/18

The literacy and numeracy catch-up premium provides secondary schools with an additional £500 for each Year 7 student who did not achieve the expected standard in reading and/or maths at the end of Key Stage 2.

In the academic year 2017/18 twenty-two students began in Year 7 at Marshfields School, and we received funding for twenty students. All students were below the expected standards in Maths and English, fourteen of which were boys and eight were girls. This means that we received an additional £10,000 to support our students with their Literacy and Numeracy.

This is a secondary special needs school so all twenty-two students have an Educational health care plan; each of the students having a wide variety of needs that have impacted on their previous learning and continues 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 assistant within each group worked with and supported solely their form group whilst they moved around the school and within lessons.
- Staff were able to encourage independence and build student confidence within the smaller groups.
- The smaller number of students within each group enabled staff to settle them quickly into the life of the school 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.
- The student's individual needs and highlighted objectives within their EHC plans could be addressed throughout the curriculum.

## Intervention Strategies

- All of the students received small group interventions and some 1 to 1 intervention in English and/or Maths to support their learning. They also received other interventions to fulfil their additional needs related to their EHC plan.
- Support for students and form team from the Literacy and Numeracy interventions coordinator.
- Purchase of literacy and numeracy resources to support learning.
- Continuing implementation of the morning Numeracy strategy to improve students' knowledge, skills, understanding and confidence. (30mins x 4 days per week). Games and resources to support this were purchased. Numeracy strategy is monitored by learning walks led by members of SLT and middle leaders.
- Accelerated reader/star reader licences to support reading and comprehension in class. Reports highlight skills and steps for improvement. Accelerated reader is used in afternoon strategy times, 30 mins x 4 days per week. These are 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.
- 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.
- Clicker software used to support the students' needs when recording in lessons.
- Extra IT equipment to support students learning in class with the addition of extra laptops.
- Homework book-bag books scheme to support students reading at home and build on skills learned in class.

## Impact of interventions on learning

### English Data - September 2017 to July 2018

English reading progress based on Teacher Assessment and moderation.	Number of Students	%
1-5+ learning objectives achieved	22	100%
6-10+ learning objectives achieved	14	63.6%
11-15+ learning objectives achieved	5	22.7%
16+ learning objectives achieved	2	9.1%

Average beginning English assessment Sept 17 - 9.2 learning objectives achieved

Average ending English assessment July 18 - 17.2 learning objectives achieved

Year 7 average English assessment improvement - 8 learning objectives improvement

<b>Reading Age Data based on Star Reader results.</b>	<b>Number of Students</b>	<b>%</b>
0 - 5mths + progress	18	82%
6 - 10mths + progress	9	41%
11 - 16mths + progress	6	27.3%

Average reading age of students September 2017 - 6yrs 7mths

Average reading age of students July 2018 - 7yrs 8mths

Year 7 average reading improvement - 13 months

### **Maths Data - September 2017 - July 2018**

<b>Maths progress based on Teacher Assessment and moderation.</b>	<b>Number of Students</b>	<b>%</b>
0 - 5+ objectives achieved	18	81.1%
6 - 10+ objectives achieved	16	72.7%
11 - 15+ objectives achieved	8	36.4%
16 - 20+ objectives achieved	7	31.8%
21 - 25+ objectives achieved	2	9.1%

Average Maths objectives achieved Sept 2017 - 21.3

Average Maths objectives achieved July 2018 - 30

Year 7 average maths objectives achieved improvement - 8.7

<b>Maths Age Data based on 'Basic number screening test' - Gillham &amp; Hesse</b>	<b>Number of Students</b>	<b>%</b>
0 - 5mths + progress	21	95.5%
6 - 11mths + progress	13	59.1%
1 - 2yrs + progress	8	36.4%
2yrs + progress	3	13.6%

Average maths age of students September 2017 - 7yrs 6mths

Average maths age of students July 2018 - 8yrs 3mths

Year 7 average maths age improvement - 9 months

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

Shelley Taylor

Deputy Headteacher

September 2018