

2016-17 Below Expected Standard in English & Maths Catch-Up Report – Kettering Buccleuch Academy

The children who arrived at below '100' in English and/or maths were quickly identified and key staff informed. As well as 1-1 support where possible, the academy believes passionately in quality first teaching and in-class intervention.

As far as possible, extraction from lesson is part of a wider strategy of support including a focused reading programme in form time (100 classics) and differentiated starter and plenary activities that target the progress required to catch up.

Leaders at all levels have a responsibility for this catch up work and as a consequence are informed of the strategies in place and who is responsible.

<i>Students arriving below 100 in English:</i>	<i>113</i>
<i>Students arriving below 100 in Maths:</i>	<i>103</i>
<i>Funding received:</i>	<i>£31,572</i>

Expenditure

Contribution towards CUP sessions – 'Success maker'
Contribution towards a 1:1 Maths tutor
Contribution towards salary of specialist literacy teaching assistant
Contribution to Ruth Muskin 'Fresh Start' programme
Contribution towards Hegarty Maths
Sound training programme

Activities

- Withdrawal from additional language lessons for small group / one to one literacy sessions
- Two extra sessions of literacy per week
- CUP sessions weekly
- Numeracy intervention weekly
- Hegarty Maths support AM

ENGLISH OVERVIEW

Ruth Muskin 'Fresh Start'

In year 7, students have 2 lessons a week of Literacy as well as their 5 lessons of English. The students do the Ruth Muskin 'Fresh Start' programme to bridge the gaps in their phonics knowledge and develop their skill of being able to decode texts in order to read with fluency. This course was introduced at the start of the 2016 academic year with year 7 only. It is a highly structured delivery and students responded positively to the programme.

A range of data is used to select the students including CATS data. Students whose verbal reasoning result fell below 85 were identified for intervention. KPIs were written to match the 'Fresh Start' objectives so that

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student progress could be measured and mapped. Students achieving boost/ aspire in 85 – 100% of the KPIs who have reached their chronological reading age return to language lessons.

CUP - Challenging Under- Performance at Key Stage 3

PP students in Year 7 whose reading age data shows that they are under-performing have 2 lessons per week in 6 week blocks with a Literacy teaching assistant. Students do the 'Success-Maker' programme. This intervention did not get underway until term 3 because there was no one to deliver it. Initially the students did the 'Hodder Reading' programme but 'Success-Maker' has proven to be more valuable in terms of targeting key reading skills and students can work at their own pace. Progress of students was tracked in a reading age test (Star Test) on two reading KPIs – select and retrieve, infer and deduce.

As students leave the group each term the numbers are filled with any PP students needing support. Intervention takes place in 6 – 12 week blocks. Lessons focus on reading KPIs select and retrieve and infer and deduce at KS3.

Sound Training (www.soundtraining.co.uk)

Sound Training is an intensive course of study aimed at improving Literacy levels. It is designed to improve vocabulary as well as confidence in spelling and pronunciation and was aimed at improving Reading Ages of 60 underperforming KS2 Primary and KS3 and KS4 Secondary Literacy. The Year 7 Literacy Catch-up Premium was used to fund this initiative for the Year 7 groups.

Impact – English

Groups Year 7	% RA progress
All	50% sig progress
PP	75%
Non PP	33%
Boys	64%
Girls	33%
SEN	75%

The programme has supported students to make good progress with their reading skills and reading fluency. All students are able to decode texts using the basic phonics. 91% target predicted ARE by end of year

CUP

80% students have made significant progress in their reading age of at least one year since March and 2 students reading age rose by 2 years and 4 years

Sound Training

Students on the Sound Training programme made the following gains in reading age (months) over 6 weeks

Year Group	Reading Age Gain		
	Minimum	Maximum	Average
7	8	59	28

MATHS OVERVIEW

Hegarty Maths

Hegarty Maths is a website which has been carefully designed and structured to provide a learning tool to support students and teachers which has a short video and quiz for almost every topic assessed on the mathematics curriculum up to Grade 9 GCSE.

All students have time to complete Hegarty and are set it as homework. There are laptops in the library that students can use and all computers have it linked on their home screen for students to use freely.

Impact – Maths

- 77% of students working at age related expectation.
- Only 24 students having support and further numeracy intervention continued

2017-18 Below Expected Standard in English & Maths Catch-Up Report – Kettering Buccleuch Academy

We have a Director of Literacy and recently appointed Directors of Numeracy who have targeted students twice a week for 2 terms on rotation to ensure basic levels of Literacy and Numeracy are embedded to ensure progress across the curriculum.

<i>Students arriving below 100 in English:</i>	<i>81</i>
<i>Students arriving below 100 in Maths:</i>	<i>69</i>
<i>Funding received:</i>	<i>£ TBC</i>

Expenditure

Contribution towards additional Numeracy lessons
Contribution towards CUP sessions – ‘Success maker’
Contribution towards McGraw Hill phonics programme
Contribution towards a 1:1 Maths tutor
Contribution towards salary of specialist literacy teaching assistant
Contribution to Ruth Muskin ‘Fresh Start’ programme
Contribution towards Hegarty Maths
Contribution to Director or Numeracy appointments

Activities

- Withdrawal from additional language lessons for small group / one to one literacy sessions
- Withdrawal from additional language lessons McGraw Hill support
- Two extra sessions of literacy per week
- Specialist numeracy/SEN Maths teacher
- 1:1 Maths session with Maths tutor

Impact for T1 – English

- Data shows that 33% of students are making progress on the programme. Students need to achieve 8pts of progress per week in order for them to achieve the rapid reading progress needed to reach their age related target - 3 months progress per month).
- 33 % have reached 6mths of progress or more.
- 27% have made 3months of progress.
- The remaining have made between 1 and 2 months of progress

Impact for T1 – Maths

- Directors of Numeracy are making significant progress with key students with all students improving their numeracy skills
- Students making progress with key performance indicators
- All students using Hegarty Maths with 80% of students achieving 85%+ of questions answered correctly
- All students making significant progress with Maths tutor