

2017-18 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 every student having 20 minutes in built into their day to read, 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.

Students arriving below 100 in English:	81
Students arriving below 100 in Maths:	69
Funding received:	£31,310

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

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 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 Years 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 under way 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.

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.

Numeracy interventions

In year 7, students have 2 lessons a week of Literacy as well as their 5 lessons of English. The students do a purpose built unique programme to bridge the gaps in their basic numeracy knowledge and develop their skill of being able to use key skills and the 4 functions in real life and school situations. 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.

Impact –

Literacy

- 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

Numeracy

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

- 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

2018-19 Below Expected Standard in English & Maths Catch-Up Report –Kettering Buccleuch Academy

Students arriving below 100 in English:	52
Students arriving below 100 in Maths:	53
Funding received:	£ TBC

Interventions planned for 2018/2019. We will continue with the interventions detailed above from 17/18 academic year. Funding for 18/19 is expected to be very similar to 17/18 £31,000. In addition to the interventions listed above we will also be doing the following:

1. HOH behavior and Learning Support for year 7 pupils who struggle to adjust to the expectations of secondary school and who need more 1-2-1 support to help learn the correct behaviours needed to succeed at Kettering Buccleuch Academy. Pupils who have been referred out of lesson a number of times or spend a short one or two day period in the internal exclusion room. They are supported, mentored and coached by their HOH on how to overcome particular barriers that they may face to learning.

2. Morning Homework Club For students who are in year 7 and who are struggling to do their homework on time the school runs a morning homework club for an hour before school which is fully staffed by teachers. This provides a space where students who due to their home circumstances may struggle to find a place to do their homework can come and do homework.

4. Hegarty Maths: The school will continue to use the Hegarty Maths online programme which uses video tools to teach Maths to students and then tests their knowledge and skills. This is being used across the entire Year 7 cohort as the main way for students to work independently at home. Support sessions are hosted by a team of outstanding GCSE Maths students at Kettering Buccleuch Academy for students who are struggling to overcome a particular barrier after working independently on Hegarty Maths at home. This is monitored and supported in each session by a member of the Maths department.

5. Literacy in Lessons: We will train all staff on literacy best practice including how to effectively read text in class together and how to improve students oracy skills. This whole school approach will increase the impact of effect of the work that the English department doing on reading and oracy.

6. Century Science Programme – The school have invested in the Century programme specifically to support students will additional information and opportunity to complete extra study across the curriculum.

7. 1:1 English tutor – We have an additional member of staff who will run individual support sessions directed for each students specific need to ensure they are meeting age related expectations. Students will be removed weekly for these sessions which will change time slot frequently to ensure students do not miss repeated curriculum time in one area.