

How we spend the Year 7 Literacy and Numeracy catch-up Premium Funding

The Ashcombe School received an additional £18,500 in the 2013/14 academic year. This was spent on booster classes in numeracy and literacy for some of our year 7 pupils.

Year 7s qualifying for these booster classes will usually have achieved a national curriculum level below a level 4 in either Maths or English. The main objective of these classes is for the pupils to focus on the very key areas within English and Maths that are essential for good progress to be made in the regular classroom. The classes set out to help the students catch up on learning that took place in KS2 that they may have missed or not quite understood.

Our model for booster sessions involves withdrawing 4-7 pupils at a time from one non-core lesson once a week for a series of 6 weeks to attend a small group lesson. Pupils may attend 1 or 2 series of 6 lessons within the academic year. This year, all sessions are being taken by specialist teachers in Maths and English.

Maths Booster Sessions:

Pupils complete a diagnostic test at the first session then, based upon their results, appropriate objectives are selected for the students to work towards achieving.

Last year the classes used the resources from the MEP numeracy summer school package enriched with other games and activities. This year the Maths booster class makes use of the Springboard Maths catch-up resources (DfE). The spring board resources were chosen because we find them effective at differentiating for different abilities and they fit perfectly with the ICT resources that are available to us.

Lessons this year have involved a high proportion of whole group interactive activities, as well as the use of ICT.

In measuring the impact of the sessions, we look at the pupil's attainment level relative to their peers at the start of the year and compare this with their attainment level at the end of the year. For the year Sept 2013-Sept 2014:

- 19% made greater than expected progress
- 77% made the expected progress
- 4% made below expected progress.

This indicates that the intervention has had an overall positive effect.

English Booster Sessions:

The sessions aim to increase students' confidence and ability in reading, as well as their spelling, punctuation and grammar in writing.

Students practice the skills being taught in lessons in a small and friendly environment. All students are given more one-on-one attention, as there are so few in the class, and all work is assessed during lessons so that they can see where mistakes are being made.

Each lesson develops the core skill of comprehension, ensuring students are able to read a chunk of unfamiliar text and retrieve information. This has meant an early focus on how to scan a text and how to select the most relevant pieces of information.

The work the pupils have been producing this year has been based around the book 'George's Marvellous Medicine'.

In measuring the impact of the sessions, we look at the pupil's attainment level relative to their peers at the start of the year and compare this with their attainment level at the end of the year. For the year Sept 2013-Sept 2014:

- 36% made greater than expected progress
- 57% made the expected progress
- 7% made below the expected progress

This indicates that the intervention had an overall positive effect.

Key Objectives in Maths Booster Lessons

Place Value, Ordering And Rounding

- Multiply and divide mentally whole numbers and decimals by 10 or 100 and explain the effect.
- Order a given set of positive and negative integers, or decimals with up to two places.
- Round a decimal to the nearest whole number.

Rapid Recall Of Addition And Subtraction Facts

- Recall addition and subtraction facts up to 20.
- Recall decimals that total 1 (for example, $0.2 + 0.8$) or 10 (for example, $6.2 + 3.8$).
- Recall two-digit pairs that total 100 (for example, $43 + 57$).

Mental Strategies

- Count on and back in 1s, 10s, 100s.
- Add and subtract mentally a 'near multiple of 10'.
- Add several small numbers.
- Add and subtract mentally any pair of two-digit numbers.
- Use known number facts and place value to consolidate mental addition and subtraction (for example, $470 + 380$, $7.4 + 9.8$, $9.2 - 8.6$).
- Calculate mentally a difference such as $8006 - 2993$.
- Know that an addition fact can be interpreted as a subtraction fact and vice versa.

Pencil And Paper Procedures For Addition And Subtraction

- Carry out column addition and subtraction of positive integers less than 10 000.
- Carry out column addition and subtraction of numbers involving decimals.

Understanding Operations

- Understand the four operations and use, read and write the associated vocabulary.
- Understand and use subtraction as the inverse of addition and division as the inverse of multiplication.
- Find remainders after division.
- Begin to express a quotient as a fraction or a decimal.
- Round up or down after division, depending on the context.

Rapid Recall Of Multiplication And Division Facts

- Know by heart all multiplication facts up to 10×10 and derive quickly corresponding division facts.
- Derive quickly doubles of whole numbers 1 to 100, doubles of multiples of 10 (for example, 670×2), doubles of two-digit numbers (for example, 3.8×2 , 0.76×2).
- Recall square numbers, including squares of multiples of 10 (for example, 60×60).

Mental Strategies

- Use known facts, place value and a range of mental calculation strategies to multiply and divide mentally.

Pencil And Paper Procedures For Multiplication And Division

- Carry out multiplication of HTU x U and then numbers involving decimals.
- Carry out multiplication of TU x TU.
- Carry out division of TU by U.

Fractions, Decimals, Percentages, Ratio And Proportion

- Recognise the equivalence between the decimal and fraction forms of one half, one quarter, three quarters... and tenths and hundredths.
- Find simple fractions of numbers or quantities.
- Use decimal notation for tenths and hundredths.
- Relate fractions to division and to their decimal representations.
- Understand percentage as the number of parts in every hundred and find simple percentages of small whole number quantities.
- Solve simple problems involving ratio and proportion.

Problems Involving 'Real Life', Money And Measures

- Use all four operations to solve word problems involving numbers and quantities, based on 'real life', money and measures (including time), explaining methods and reasoning.
- Choose and use appropriate number operations to solve problems, and appropriate ways of calculating: mental, mental with jottings, written methods, and calculator.

Handling Data

- Solve a problem by extracting and interpreting information presented in tables, graphs and charts.

Measures

- Use, read and write standard metric units including their abbreviations and relationships between them, for example, km, m, cm, mm, kg, g, l, ml.
- Measure and draw lines to the nearest millimetre.
- Use a protractor to measure and draw acute and obtuse angles to the nearest degree.
- Understand area measured in square centimetres (cm²); understand and use the formula in words 'length x breadth' for area of a rectangle.
- Calculate the perimeter and area of simple compound shapes.

Key Objectives in English Booster Lessons

Reading	Writing	SPaG
<ul style="list-style-type: none"> • Confidence and ability to read clearly and loudly to the rest of the class. This was assessed for each student by having them read a small section to the class. • Ability to read independently and retrieve information from the text. • Ability to scan a large piece of text looking for specific information. • Ability to read and sound out unfamiliar words (some of the words in the text are made up and therefore require students to consider the sounds of letters). • Students are asked to empathise with different characters and consider moments from different points of view. 	<ul style="list-style-type: none"> • Lessons begin with a short handwriting exercise of each letter to ensure all letters can be formed properly. • Activities are given longer than they would in class, so students can focus on handwriting. • Writing tasks increase in length to ensure students can remain in character, or develop ideas over more than one paragraph. • Focus on using paragraphs when changing topics/ ideas/focus. • Comprehension and imaginative writing included in the booklet. 	<ul style="list-style-type: none"> • Common spellings such as months of the year. • Vocabulary tested and students pushed to consider the meanings of new words. • Capital letters. • Full stops. • Verbs • Apostrophes • Sounds of different letter combinations e.g 'sh' • Their/ There/ They're