

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

The Ashcombe School received an additional £11647 in the 2017/18 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 below expected progress in the KS2 national curriculum assessments 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 overseen by a specialist teacher in Maths and English.

Maths Booster Sessions:

Liaison with the Maths department helps us to select the most appropriate objectives for the students to work towards achieving. 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 progress in the sessions and their 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 academic year 2017-2018:

- 28% made greater than expected progress across the unit,
- 66 % made the expected progress across the unit
- 6 % made below expected progress across the unit

88% of pupils who completed the booster made greater than or expected progress in Maths when compared to their peers. 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 the groups are small, 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 progress in the sessions and their 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 academic year 2017-2018:

- 52% made greater than expected progress across the unit,
- 37% made the expected progress across the unit
- 11% made below the expected progress across the unit

85 % of pupils who completed the booster made greater than or expected progress in English when compared to their peers. This indicates that the intervention had an overall positive effect.

- **Maths Year 7 Booster 1**

Proposed Lessons Taken from 'Targeting level 4 in year 7 mathematics' Crown Copyright

- A1.3 Square Numbers
- N1.1-N1.7
- N2.1

Learning objectives

- Recall multiplication facts to 10×10 and derive associated division facts.
- Recognise squares to at least 10×10 .
- Generate sequences from practical contexts.
- Solve problems and investigate in number.
- Read and write whole numbers in figures and words; know what each digit represents.
- Extend beyond zero when counting back in steps of constant size.
- Understand negative numbers as positions on a number line; order negative integers.
- Calculate temperature differences across 0°C .
- Know addition and subtraction facts to 20.
- Recall two-digit pairs that total 100.
- Add and subtract mentally pairs of two-digit numbers.
- Calculate mentally a difference such as $8006 - 2993$.
- Find doubles and halves of numbers.
- Use jottings to support or explain mental calculations.
- Add and subtract whole numbers using standard column methods.
- Understand and use the inverse relationship between addition and subtraction.
- Multiply and divide whole numbers by 10 and 100 (whole-number answers), and explain the effect.
- Calculate mentally $TU \times U$.
- Use written methods to calculate $HTU \times U$ and $TU \times TU$.
- Check whether a result is the right order of magnitude.

Year 7 Booster 2

Proposed Lessons are taken from 'Targeting level 4 in year 7 mathematics' Crown Copyright

N3.8

N2.2-N2.5

Help class to revise for assessment at appropriate time

Learning objectives

- Recall multiplication facts to 10×10 and derive associated division facts.
- Use mental methods to double and halve two-digit numbers and to calculate $TU \times U$ and $TU \div U$.
- Use written methods to calculate $HTU \times U$, $TU \times TU$ and $HTU \div U$.
- Check whether a result is the right order of magnitude.

- Round up or down after division, depending on the context.
- Use fraction notation to describe parts of shapes.
- Count on and back in halves, fifths and quarters, and in steps of 0.1 and 0.01.
- Recognise when two simple fractions are equivalent.
- Understand and use decimal notation and place value.
 - Use a timetable and find intervals for 24-hour times.
- Solve word problems involving time (Unknown duration/start time/end time)

Help to revise/review any upcoming/taken assessment.

Yr 7 English Booster 1

Units across 6 weeks

One resource Georges Marvelous Medicine booklet

Spelling throughout Trugs approx. stage 6-7

Content relates to the following aims

Improve Reading

- Confidence and ability to read clearly and loudly to the rest of the class. Each lesson 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.

Improve Writing

- Certain 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.
- Comprehension and imaginative writing included in the booklet.

Improve SPaG

- 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

Year 7 English Booster 2

Units across 6 weeks

Spelling throughout using Trugs resource approx. stage 8-9

Key Objectives (reading-reading comprehension and SPaG considered throughout)

- Identify and know about simple and compound sentences + the use of connectives /conjunctions
- How to construct paragraphs
- + using mind maps to help where the branches are separate paragraph ideas
- Understanding the concept of topic sentences
- Consider descriptive language making reference to the stories 'Woman in Black' and 'Spooky House'
- How to plan a story