



Ralph Allen School

Summary of intervention for year 7 students for whom 'catch-up' funding was received. Sept 2018 to July 2019

A total of 42 students receiving 'catch-up' funding benefitted from intervention last year.

Twenty nine different students received literacy intervention courses for reading, spelling or writing organisation, some receiving two or all three interventions.

- As a result the average increase in both reading and spelling score was nearly a year.
- Over half the students increased their reading age by over a year.
- One student increased their reading age by 33 months.
- 30% of the students who took the spelling course increased their spelling age by 20 months or more

(See below)

Thirty one received numeracy intervention.

- At the start of the year none of the students were able to find lines of symmetry on 2-D shapes but after intervention over 90% were able to.
- Before intervention only 3 students could subtract but after intervention almost 75% could successfully answer the most complicated whole number subtraction questions.
- After intervention more than three times as many students could choose the correct metric unit for measuring mass, length or capacity.

(See s)

Thirty students received in-class support and three had specialist support due to their autistic spectrum condition.

Another 7 funded students who did not receive specific literacy or numeracy support benefitted from the daily lunchtime homework club.

Year 7 Literacy intervention for funded students 2018 – 19

Reading intervention

Twenty two students received reading intervention.

Half of the students had an initial reading age of below 8 years 9 months; three of whom had a reading age below 8 years with the lowest initial reading age being 6 years 4 months.

The increase in reading ages ranged from minus 1 year 3 months to 2 years 9 months.

The average (mean) increase in reading age was 11.1 months despite the large decrease by one student.

Two students increased by 2 years 6 months or more.

Over half of the students (55%) improved their reading age by over a year.

Spelling intervention

Ten students attended the spelling intervention course.

The average (mean) increase in spelling age was 10.3 months.

The change in spelling age was from 1 month decrease to 2 years increase.

Over a quarter (30%) increased their spelling age by over a year and a half; one of whom increased it by 2 years

Writing organisation

Nineteen students benefitted from this course, nearly half (47%) of whom achieved Level 2.

Numeracy intervention for funded students 2018 – 19

This year for the first time all students in year 7 were given a screening test in September with an extension section where suitable.

From these results, small groups of funded students with a similar knowledge profile were chosen to work together on missing skills. The sessions were tailored to the needs of the students in each particular group. Students with the most gaps in their knowledge attended the first groups and they tended to have a longer period of intervention than later groups although they would not necessarily cover all strands. (This would depend on the individual group). A typical group would receive intervention for three to four weeks

A total of 31 students attended Springboard Maths intervention during the year.

The complete course consists of 28 targeted skills (strands). Twenty of these are number based, the remaining eight sections are on shape space and measure.

The number of strands mastered before intervention ranged from 1 to 13 with an average (mean) of 8.3. After intervention the strands mastered ranged from 1 to 28; one student did not master any new strands. Four students succeeded to master all 28. The average increased to 21.1, an average increase of nearly 13. One particular student rose from 7 to all 28 strands mastered!

The initial marks of the 31 students ranged from 8 to 49 with an average score of 32. After intervention the marks ranged from 8 to 70 with an average score of 57. Four students achieved all 70 marks and 3 students increased their score by more than 40 marks.

Over half (55%) of the 31 students had mastered all of the Shape, Space and Measures strands by the end of the course.

<u>Skills</u>	A*	B*
I can describe place value in whole numbers.	24	30
I correctly round whole numbers to a given place value.	18	26
I use number bonds effectively for two digit numbers.	19	28
I multiply single digit numbers efficiently.	13	27
I use written methods for adding whole numbers.	23	29
I use written methods for subtracting whole numbers.	3	23

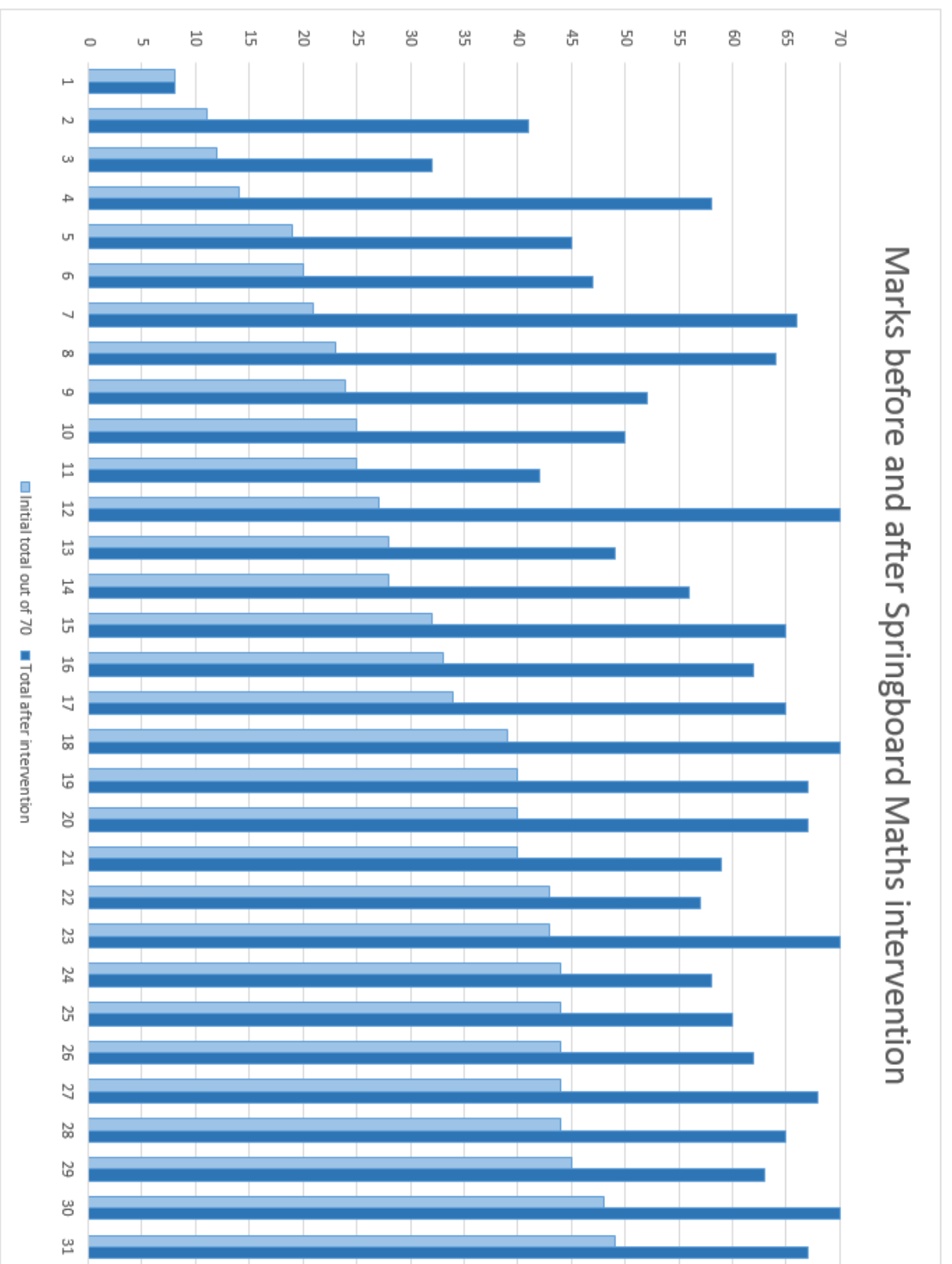
I use written methods for multiplying whole numbers.	4	19
I divide whole numbers using the bus stop method.	7	23
I can put decimals or negative numbers in order of size.	5	16
I use inequality signs correctly.	14	20
I accurately describe shaded fractions of a shape.	21	28
I correctly calculate $\frac{1}{2}$, $\frac{1}{4}$ or $\frac{1}{10}$ of an even number.	11	27
I can put simple fractions in order of size.	6	24
I can convert between fractions and decimals for $\frac{1}{2}$ s, $\frac{1}{4}$ s and $\frac{1}{10}$ s.	2	14
I can convert between percentages and decimals between 0 and 1.	13	23
I can work out 50%, 25% and 10% of an amount with no calculator.	5	15
I can identify the factors and multiples of a given number.	2	14
I can recognise prime numbers and give examples.	10	20
I can recognise square numbers and square a number by multiplying it by itself	2	20
I can find common square roots up to 100.	2	14
I measure lengths accurately.	16	28
I can use appropriate metric units.	8	25
I can describe the line symmetry of a shape.	0	28
I can count squares to work out the area of a shape.	15	29
I can work out the area of a rectangle given its length and width.	5	26
I can work the perimeter of a shape with labelled edges.	5	25
I can measure angles accurately.	3	23
I can draw angles accurately.	1	20

A* = number of students demonstrating the skill before intervention

B* = number of students demonstrating the skill after intervention

Marks before and after Springboard Maths intervention

Student number (in order of initial total)	Initial total out of 70	Total after intervention
1	8	8
2	11	41
3	12	32
4	14	58
5	19	45
6	20	47
7	21	66
8	23	64
9	24	52
10	25	50
11	25	42
12	27	70
13	28	49
14	28	56
15	32	65
16	33	62
17	34	65
18	39	70
19	40	67
20	40	67
21	40	59
22	43	57
23	43	70
24	44	58
25	44	60
26	44	62
27	44	68
28	44	65
29	45	63
30	48	70
31	49	67
Mean	32	57



Student number (in order of sections mastered initially)	Sections mastered before intervention	sections mastered after intervention
1	1	1
2	2	8
3	3	16
4	4	21
5	4	19
6	5	17
7	5	20
8	6	17
9	6	25
10	7	10
11	7	23
12	7	28
13	7	18
14	8	20
15	9	28
16	9	23
17	9	24
18	10	26
19	10	22
20	10	26
21	10	20
22	10	19
23	10	24
24	11	23
25	12	25
26	12	28
27	12	22
28	12	23
29	13	28
30	13	26
31	13	25
Mean	8.29	21.13

Graph to show number of sections mastered before and after Springboard Maths intervention

