



## What is the Alternative Curriculum Programme

The literacy and numeracy catch up programme gives schools additional funding to support Year 7 students who have not achieved a score of 100 or greater in the end of Key Stage 2 assessments. At the end of Key Stage 2 (KS2), students are awarded a scaled score of between 80 and 120 in maths, reading and grammar. Their average performance is the average of the reading and grammar scores then averaged with their maths score. (This is the measure we use in school to determine those in need of additional support).

Nationally the measure for being 'High School ready' is that students must achieve a scaled score of 100 in both maths and reading and then achieve the expected standard in the teacher assessed writing element of the curriculum.

## School Allocation

In 2017-18 there were 64 students in Year 7 (and 31 in Year 8) that were allocated some time for either additional support in maths, English or both. By supporting the students using the catch up programme early in Year 7, it is hoped that students can avoid falling further behind and make progress at an accelerated rate to close the gap between them and their peers.

Of the 64 students 28 were dis-applied from studying a Modern Foreign Language (MFL), 19 were removed from some History or Geography lessons for numeracy support and 21 for literacy support. This support was in the form of 1-to-3 sessions with a Higher Level Teaching Assistant (HLTA) or a Teaching Assistant (TA) as dictated by the timetable.

The numeracy and literacy programmes followed were overseen by the Maths and English departments respectively and were broadly in line with those followed in the previous year. The idea of the sessions was to focus on the key skills that individual students needed to access the KS3 curriculum as well as filling gaps in knowledge that the students should have had from KS2. It was not expected that the students' progress would bring them in line with the outcomes achieved by the cohort overall by the end of Year 7 but to accelerate them towards strong outcomes at a faster rate than those within the same sub-group and halt the widening of the gap between them and their peers.



## End of year results

	Maths Progress	English Progress
Overall	1.05	3.49
Disapplied Students	0.8	1.7
Literacy Students		2.57
Numeracy Students	1.3	

This table gives a summary of the progress made by the whole cohort for both maths and English across Year 7. The overall figure is the average progress, in sub levels, made by students in Year 7 for each subject then the lines below indicate the average progress for those within each of the catch up programmes. As stated previously it would not be expected for the students in the programmes to progress at the same rate as those within the whole cohort. The students receiving the additional support are weaker than average based on their KS2 outcomes in these subjects.

This first table indicates that students in English are reported as making more progress than in Maths but that numeracy students in particular did well from attending their classes as they outperformed the average progress made.<sup>1</sup>

		Progress in Maths	Progress in English
HAP	HAP – all	1.04	3.95
	HAP - Disapplied	/	/
	HAP - Literacy	/	/
	HAP - Numeracy	/	/
MAP	MAP – all	1.26	3.35
	MAP - Disapplied	1.67	2.5
	MAP - Literacy	/	2.64
	MAP - Numeracy	1.6	/
LAP	LAP – all	0.65	1.76
	LAP - Disapplied	0.52	1.56
	LAP - Literacy	/	2.5
	LAP - Numeracy	1	/

This table provides a more detailed analysis of the average progress<sup>2</sup> made by the students within each of the prior ability bands<sup>3</sup>. This is a better measure of the relative

<sup>1</sup> This progress data must be treated with caution as the reliability of levelling students in Year 7 using the 9-1 system is questionable. However this does give a good indication of relative performance across subgroups.

<sup>2</sup> Average progress is measured in sub-levels from the assessment point 1 grade at the beginning of year. This is a process that was undertaken within Woodkirk Academy to give us a reference point and the progress made should therefore be treated with caution. Instead of looking at the values for the progress made readers would be best looking at the progress made by groups relative to one another as this is judged of on the same scale and relative to start points constructed in the same way irrespective of their accuracy.

<sup>3</sup> It should be noted that the prior ability banding has been compiled within Woodkirk Academy. Since the introduction of the new scaled score at KS2 there has been no official guidance on prior ability banding for students entering secondary education.



progress. As can be seen there were no upper ability students in receipt of any alternative curriculum support.

For those of middle prior ability;

- In numeracy those dis-applied from MFL made more progress than their peers not in the programme as did those in receipt of only numeracy support.
- In literacy both those in the dis-applied cohort and those in the catch up support sessions made progress very close to the rest of the middle ability cohort of students.

For those of low prior ability;

- All of the students receiving numeracy support made progress at a faster rate than those not in support of progress. (This does not mean that those in the programme achieved outcomes at the end of Year 7 above those of the others but that their progress was at a faster rate and therefore if there was a gap at the start of the year it has started to close). The students that were dis-applied from MFL made close to the average for the LAP cohort.
- In the literacy programmes those dis-applied from MFL made progress broadly in line with the rest of the cohort and those in the literacy catch up sessions made progress at a faster rate.

### **Summary of Initiatives to support Year 7 Alternative Curriculum students**

- Higher Level Teaching Assistants and Teaching Assistants work 1 to 3 with 'Catch Up' students two hours a week providing a combination of reading, literacy and numeracy support with a dedicated programme devised by English and Mathematics specialists.
- Teaching Assistants supported the lower ability during timetabled lessons where possible.
- Close monitoring of student attainment to ensure that students who required continued support stayed on the 'Catch Up' programme and all students dis-applied from MFL to continue receiving support into Year 8.
- Professional development of specialist teachers in English and Mathematics to ensure the most effective teaching and learning by liaising with primary school colleagues and development of KS2/3 bridging schemes of work and resources.
- Purchase of additional, appropriate fiction and non-fiction titles for struggling readers.
- The Accelerated Reader Scheme has been purchased to ensure students receive additional reading support in Year 7.

- Accelerated reader club with the school librarian.
- External English Volunteers working with low ability students in English lessons.
- KS3 English holiday workshops run by subject specialists specifically targeting the lower ability underperforming students concentrated largely on literacy and confidence.
- Sixth Form peer tutoring for Year 7 in Mathematics in an after school 10 week block, not exclusively for the lower ability but again attracting a large proportion of 'Catch Up' students.
- Sixth Form students supported low ability Year 7 students in lessons as part of their commitment to the wider aspects of school life.
- English Literacy booster sessions run by sixth form students in July for selected Year 7 students.

### **New in 2018-19**

This year we will be trialling some new initiatives:

- Greater involvement of parents in the programme. Parents have already attended a meeting to discuss the initial set up of the groups and the content of the sessions. Contact will be maintained with parents throughout the year to encourage their participation at home.
- Greater use of Sixth Form students in supporting Year 7 students in the literacy and numeracy sessions run by HLTAs and where possible using Sixth Form students to deliver content as well as mentoring younger students where no appropriate TA is available.
- Greater use of monitoring and individual interventions (led by MWG).