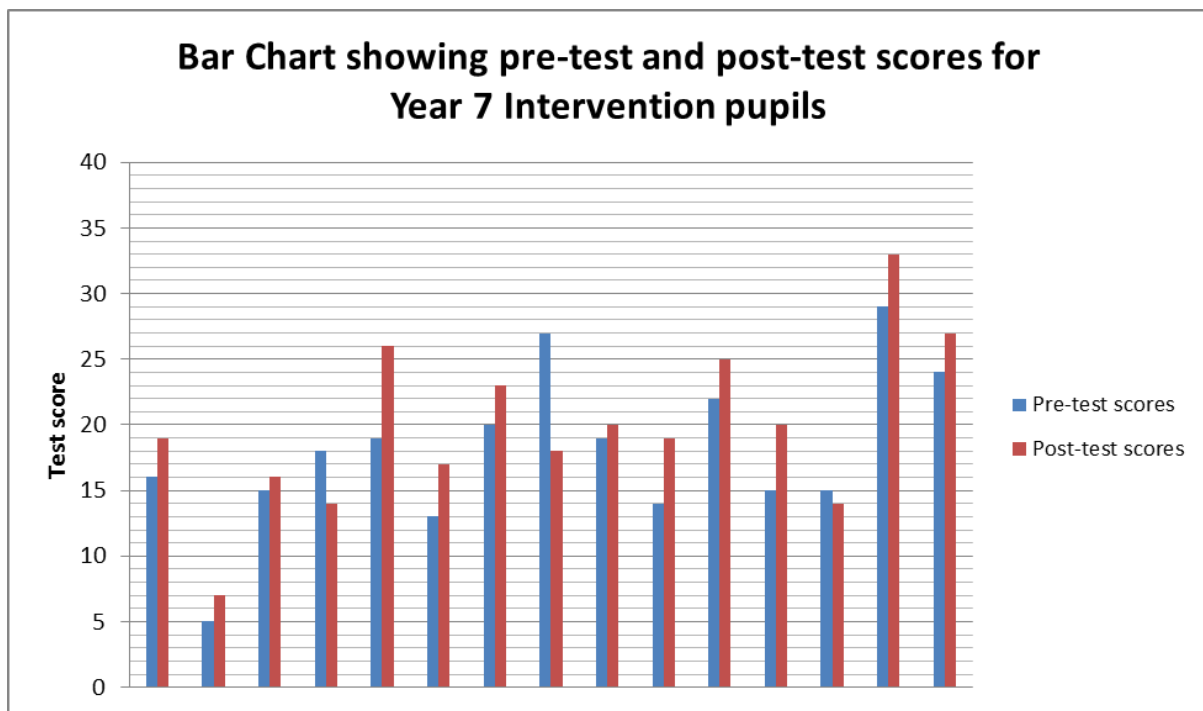


Numeracy Catch up Review (2016 – 17) Cohort

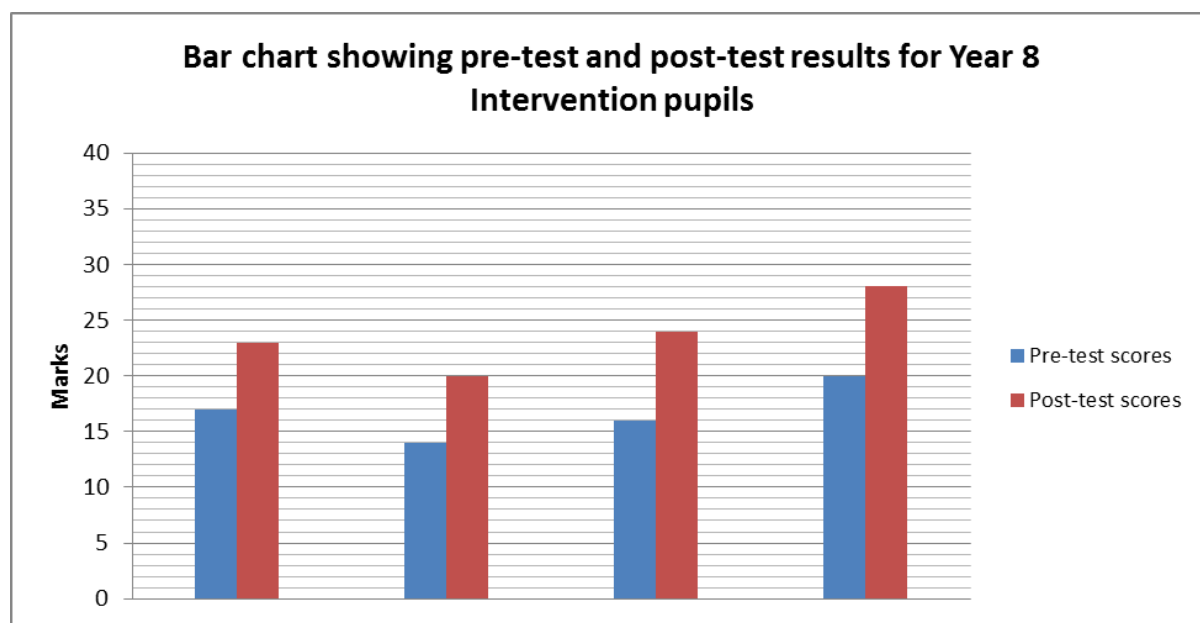
During the academic year 2016-17, students across all 3 stages (KS3 to KS5) had access to the maths intervention programme. Sixteen pupils in Year 7 were given the opportunity to take part in our intervention programme on the basis of their low KS2 attainment levels and SEN status. These sessions were conducted by L Ireson.

The intervention programme covered a period of 10 weeks. Of the 16 students who were selected for the intervention sessions, 6 were identified as requiring a further 10 weeks extra help. One of these students had to receive one-to-one help as she was identified as extremely weak with her numeracy skills. The effectiveness of the programme was assessed primarily through a comparison of scores by pupils on a pre-intervention test administered prior to the intervention sessions and a post-intervention summative test. This was in addition to weekly assessments on topics taught in the intervention sessions. In this academic year, the majority of pupils who participated in the programme demonstrated improvements in their numeracy skills as shown by their results in the post-intervention assessments. Whilst this was not true for all pupils, it is evident that most of the pupils made progress during the course of the numeracy intervention sessions.

The graph below illustrates a greater performance on the post-intervention assessment by the majority of students compared to the pre-intervention assessment. One pupil who originally attended intervention sessions did not complete the numeracy intervention programme. Of the 15 Year 7 pupils who completed the intervention sessions, 80% performed better on their post-test and 20% did not exceed their pre-test result. One of the pupils who did not exceed her pre-test result had underlying issues which affected her performance during the sessions and on the post test. Also, two of the students who were selected for further intervention left before the end of the ten weeks.



Four Year 8 pupils, having been identified as needing further numeracy intervention also undertook sessions with N Younas this year. These sessions were conducted once per week during registration. All four students surpassed their pre-test scores when they did their post-test.



Students from Years 9 to 13 were also selected for the intervention programme. Pupils in Year 9 were specifically chosen for intervention sessions which were conducted by F Harrison. Intervention in Year 10 was conducted by R Mangan and intervention in Year 11 was managed by J Siddy. A record number of pupils in Year 11 were mentored by numerous members of staff, including J Siddy, W Hill, J Lall, E Ryan (PGCE student) and E Garaguso. This was based on the introduction of the new GCSE specification for Mathematics. A large number of pupils were selected in this case in order to provide additional support for this challenging curriculum. Additional measures were put into place to aid the efficiency of the intervention programme. Pupils in Year 11 also received assistance from A Level Mathematics students in KS5 during tutor periods.

Once again, the data supports the view that intervention sessions have proven to be of benefit to pupils' mathematical progress. This is especially the case for pupils who have demonstrated extremely weak numeracy skills. The majority of pupils displayed increases in their performance in numeracy having partaken in the programme.