

Intervention Report – Maths

1. Year 7 Catch up intervention

Autumn term

15 pupils were identified with a scaled score of 95 and lower. These pupils have been removed from a humanities/languages lesson to do Maths intervention 1 lesson per week since mid-September in small groups of below 10. The focus for the first term was number work, starting with basic multiplication methods and moving onto fractions to complement normal lesson work. Progress each lesson was judged on a RAG basis.

In order to measure progress over the term we gave each pupil a SATS paper at the end of term 1, and converted the score into an equivalent scaled score to compare to the end of year 6 score. This did not really provide a good comparison as only a third of the SATS paper was done (so as not to take up 3 lessons). Also no support staff were available to help out by reading and some pupils (S & L) struggled to access the paper without support, giving up without answering more than a couple of questions. Based on this test the following progress was observed:

Improved scaled score	No change in scaled score	Scaled score lower
47%	13%	40%

Using a SATS paper and generating a scaled score may provide a better comparison at the end of the year, provided we build in time to use all 3 papers, and have covered a wider variety of topics than just number.

Comparing pupil's progress against expected standards for year 7 gives a better picture progress made. Using the baseline assessment that all year 7 pupils sat at the beginning of the year, all 15 pupils in receipt of intervention were measured to be below expected standard for their age. This matches with scaled scores of below 95. At the end of the first term, all pupils were again measured against expected standards for year 7.

At expected standard	53%
Below expected standard	47%

This shows that over half of pupils have not just made progress this year, but are now at the expected standard for a year 7 pupil, which is a big improvement given their starting point. Of the 7 pupils still below the expected standard, 5 were within 3

marks of expected standard, so still show progress over the term. Only 2 pupils have not made much progress over the term, and so these pupils will be made a priority for the next term.

It should also be noticed that one pupil has made significant progress over the term, and is not just meeting expected standard for his age, but exceeding it.

From talking to the pupils getting the intervention, they felt that they had benefitted from the intervention, for certain topics in particular. Some of the pupils felt that their confidence had improved as a result of the extra maths work they had been doing.

In conclusion the intervention has been successful for the majority of pupils. More are now at or around the expected standard for the year, rather than far below it.

Focus for term 2:

The most able pupil is to be removed from the intervention group as he has made so much progress over the first term.

3 new pupils with low scaled scores will be added to the intervention groups.

Priority time will be given to the 2 pupils who have made the least progress over the first term.

Topics will be extended to shape, data and algebra rather than just number work.

Records will be kept as before. Workbooks have been purchased to enable pupils to work out of lessons if necessary.