Hyde Community College

2017-18 (Academic Year)

Review – Measuring Impact of the Y7 Project

VERSION JULY 2018

Y7 Intervention Project – Rationale and Organisation 2017-18

The rationale and the impact of the curriculum change for this small group of Y7 students is analysed below.

Number of students involved:	16 students in the A half 16 students in the B half
Hours allocated:	8 hours of humanities time and 4 hours of MFL time = 12 hours.
Division of hours:	2 hours of primary style MFL delivered by CEA. Remaining 10 hours divided between the core humanities curriculum, a literacy focus and nurturing of the key students identified for the intervention project. Students will also be identified for the 'Nurture' programme that runs within school and 'Nurture Decoding' will be delivered to those students identified as requiring those particular reading skills. Students will also have 8 lessons of English. Students will also have two Literacy Planet (reading programme) lessons per fortnight.
Rationale behind students identified:	Typically working towards national standards for KS2 in English – these students will be identified as some of the lowest achieving students in Y7. (Scores under 100) Students who may find a fully mainstream curriculum challenging for social or behavioural reasons. There may be some overlap with SEND students. Some EAL students may be placed within the group to help nurture and development of language acquisition. As much as possible, students with disruptive behavioural problems will not be placed within the project group.

Staffing	
Assistant Head in charge of Intervention	Lesley Mallon
Year 7 Project	
Line Manager for Project	Lesley Mallon
Group	Year 7 A-Half Year 7 B-Half

	7A	7B
Humanities Project Teacher	JR – History, Geography & Literacy CET - RE	CET
English Teacher	SNI	LMA
Library Lesson Teacher	ROW	AFL(?)
Literacy Teacher (Support TA)	ESM	ESM
Assigned TA	Helen Williams	June Howard

Streaming of Students:	JRO will identify (through liaison with HLTAs) those students with the weakest literacy needs in the year group. They will receive 3 lessons of 'Nurture Decoding'. There may be additional students who have been recommended through liaison with their feeder primary schools who do not fall into this category. The students identified (in 7A4) as requiring 'Nurture Decoding' will have three lessons of this. Students identified as needing 'Nurture Comprehension' will receive this programme in Project time.
Identification of students:	KS2 data from primary school, primary school liaison, Alpha Centre input from vulnerable student intake day, 'Access Reading' and

	'Vernon Spelling Tests' testing on intake day.
Rooming:	As much as possible, Alpha Centre 1 – to be used as a base for students to create a more primary style room.
Training needs:	JRO –humanities / literacy focuses - NC delivery and assessment information.
Line management:	LMA

MEASURING IMPACT AND PROGRESS

IMPACT ON STUDENT PROGRESS (Academic year 2017-18)

ENGLISH DATA

7A4 – MEASURING IMPACT – TRACK 1 TO TRACK 6

The English data on entry table for the Y7 Project group (A Half) shows that 4 students arrived at HCC with incomplete external data.

There were a number of factors that meant students did not have KS2 scores but, for the majority, it was due to them not being entered for the KS2 tests.

Of the remaining 13 students, the average English KS2 score was 94.31. The students scores ranged from 81 to 104. All students were issued with an end of year target ranging from E- (emerging) to grade 3+.

It can be seen that 8 students, of the 17, achieved their target across the academic year.

4 students also exceeded their target.

For statistical analysis, 42 subgrades of progress were made by 17 students during this timescale. This is, on average, progress of 2.47 subgrades per student. The progress of the STG was 3.17 subgrades on average. The progress of the PP students was, on average, 2.7 subgrades.

There is quite a variation in the number of subgrades of progress made by individuals, however. One student, who arrived with a KS2 score of 89, a reading age of 5.75 and a spelling age of 12.08, made only one sublevel of progress from track 1 to track 6. In contrast to this, one STG student made 4 subgrades of progress, moving from an E+(track 1) to a grade 1- (track 6) after arriving with a reading age of 7.5 and a spelling age of 8.25.

MEASURING IMPACT AND PROGRESS

IMPACT ON STUDENT PROGRESS (Academic year 2017-18)

ENGLISH DATA

7B4 – MEASURING IMPACT – TRACK 1 TO TRACK 6

The English data on entry table for the Y7 Project group (B Half)shows that only 2 students arrived at HCC with ncomplete data. Of the remaining students, the average English KS2 score was 97.13. The students scores ranged from 93 to 103. All students were issued with an end of year target ranging from E+ (emerging) to grade 3+.

It can be seen that 1 student, of the 16, achieved their target across the academic year, however 10 students exceeded their target.

For statistical analysis, 44 subgrades of progress were made by 16 students during this timescale. This is, on average, progress of 2.75 subgrades per student. The progress of the STG was 2.5 subgrades on average. The progress of the PP students was higher at 2.88 subgrades on average.

There is quite a variation in the number of subgrades of progress made by individuals, however. One student, who arrived with a KS2 score of 93, did not make any progress across the 4 internal tracks. This student was, during the year diagnosed with dsylexia. In contrast to this, one EAL student made 5 subgrades of progress, moving from an E+ to a grade 1.

ENGLISH	WHOLE CLASS	PP	STG
AVERAGE NUMBER OF SUBGRADES OF PROGRESS 7A4	2.47	2.7	3.17
AVERAGE NUMBER OF SUBGRADES OF PROGRESS 7B4	2.75	2.88	2.5
COMBINED GROUPS	2.61	2.79	2.84

MEASURING IMPACT AND PROGRESS

IMPACT ON STUDENT PROGRESS (Academic year 2017-18)

HUMANITIES DATA (PROJECT GROUP)

7A4 – MEASURING IMPACT – TERM 1 TO TERM 6

Overall, the humanities data for this group is positive. 7 out of 17 students have met or exceeded their targets.

For statistical analysis, 47 subgrades of progress were made by 17 students during this timescale. This is, on average, progress of 2.76 subgrades per student. Of the PP students, the average progress made was 2.5 subgrades of progress. The average rate of progress for the STG students was 2.33.

These are positive rates of progress for the lower ability students in Y7.

		Sex	Year 7 Baseline (TA/school)	External target	Teacher target	Target	Current
		M	E-	E+		E+	E+
		M	E+	D		D	D-
		M	E+	1-		1-	D-
		F	E+	E+		E+	D
		M	E-	1		1	D-
		F	E-	D-		D-	E+
		M	E-	1		1	D-
		M	E	D		D	D+
		M	E-	1		1	1-
		M	D+	2		2	2-
		M	D	1+		1+	1-
		M	D-	2-		2-	1
		F	E	D		D	D
		F	D-	D		D	D
		M	E+	1-		1-	1-
		M	E-	D-		D-	D-
		F	E-	D		D	D-

MEASURING IMPACT AND PROGRESS

IMPACT ON STUDENT PROGRESS (Academic year 2017-18)

HUMANITIES DATA (PROJECT GROUP)

7B4 – MEASURING IMPACT – TERM 1 TO TERM 6

Overall, the humanities data for this group is positive. 10 out of 16 students have met or exceeded their targets.

For statistical analysis, 57 subgrades of progress were made by 16 students during this timescale. This is, on average, progress of 3.56 subgrades per student. Of this group, 8 students are PP. Of these 8 students the average progress made was 4.38 subgrades of progress. The average progress rate of the STG students was 4.5.

These are very positive rates of progress for the lower ability students in Y7.

		Sex	Year 7 Baseline (TA/school)	External target	Teacher target	Target	Current
		F	D-	1		1	1+
		M	D-	2-		2-	1-
		M	D+	2-		2-	2
		F	D	1-		1-	1
		M	E-	D+		D+	D
		M	D+	2		2	1-
		M	D+	2+		2+	2
		M	D+	1		1	1
		M	E	D		D	D+
		F	E	D		D	D+
		F	D	1-		1-	1+
		M	E	2+		2+	E
		F	D	1+		1+	2-
		M	E	D+		D+	D
		F	E	E+		E+	1+
		F	D+	2-		2-	2-

HUMANITIES	WHOLE CLASS	PP	STG
AVERAGE NUMBER OF SUBGRADES OF PROGRESS 7A4	2.76	2.5	2.33
AVERAGE NUMBER OF SUBGRADES OF PROGRESS 7B4	3.56	4.38	4.5
COMBINED GROUPS	3.16	3.44	3.42

MEASURING IMPACT AND PROGRESS

IMPACT ON ATTENDANCE AND BEHAVIOUR (As of July 18 2018)

7A4

% attendance	Positive behaviour score	Negative behaviour score	Net Behaviour score
98.92	211	-12	199
97.03	271	-55	216
94.86	301	-77	224
97.84	293	0	293
98.11	241	-215	26
99.46	301	-176	125
95.95	242	-14	228
86.22	225	-48	177
69.46	152	-24	128
97.57	331	-3	328
97.57	223	-220	3
97.57	350	-88	262
98.38	293	-3	290
99.46	313	-1	312
98.65	251	-27	224
88.11	192	-316	-124
97.84	308	-5	303

7B4

% attendance	Positive behaviour score	Negative behaviour score	Net Behaviour score
98.65	386	-20	366
99.19	398	0	398
90.27	414	-22	392
97.03	431	-73	358
98.65	400	-62	338
99.19	428	-85	343
99.46	416	-20	396
97.3	437	-221	216
77.25	234	-1193	-959
98.92	454	-79	375
89.19	393	0	393
80.29	150	-624	-474
98.38	460	-1	459
92.97	363	-136	227
95.95	484	-188	296
98.92	481	-1	480

The impact on the average attendance of students within both Project groups (7A4 and 7B4) was minimal. 7A4's average attendance was 94.88% and 7B4's average attendance was 94.48%. After removing two students from 7B4 (those with high absence figures affecting the rest of the students' data significantly), the average attendance figure was 96.72. The average attendance for the whole of Y7 was 96.19% (as of July 18th 2018).

The impact on the average number of behaviour points recorded by each of the students within the Project groups (7A4 and 7B4) can also be seen in the tables on the previous page.

7A4's average number of behaviour points (taking into account both positive and negative) was +189.06 per student. In comparison to this, the average number of behaviour points per student in 7B4 was +225.25. By removing the two students whose behaviour points significantly impact the averages of 7B4, the average figure becomes 359.79.

The average (net) number of points achieved per student in Year 7 was 201.59.

7A4's figure is slightly below the average figure, whereas 7B4's figure is considerably higher.

MEASURING IMPACT AND PROGRESS

IMPACT ON READING AND SPELLING AGES (Academic year 2017-18)

The students in the Y7 Project groups were tested for their reading ages on their induction days in July 2017. They were tested again in December 2017 and for a third time in July 2018. The table below documents the impact the varied reading interventions have had on their progress in terms of reading and spelling ages.

		READING AGE PROGRESS			SPELLING AGE PROGRESS	
SA JULY 2017	RA JULY 2018	IMPACT ACROSS YEAR	MONTHS OF PROGRESS	SA JULY 2018	IMPACT ACROSS YEAR	MONTHS OF PROGRESS
14	9.58	2.58	2 years 7 months	8.25	-5.75	-5 years 9 months
9.5	8.83	1.83	1 year 10 months	10.5	1	1 year
8.25	11.33	3.83	3 years 10 months	11.75	3.5	3 years 6 months
11.41	12.25	2.34	2 years 4 months	9.91	-1.5	-1 year 6 months
7.25	5.75	0.25	3 months	7.5	0.25	3 months
12.08	10.25	4.5	4 years 6 months	11.71	-0.37	-4 months
7.08	8.5	2.34	2 years 4 months	7.5	0.42	5 months
12.08						
9.08	5.5	-2	- 2 years	10.5	1.42	1 year 5 months
10.5	9.25	2.67	2 years 8 months	12.75	2.25	2 years 3 months
10.16	10.25	3.84	3 years 10 months	13.41	3.25	3 years 3 months
14	9.58	2.08	2 years 1 month	14+	1	1 year
10.16	6.58	0.42	5 months	12.08	1.92	1 year 11 months
9.75	9.91	2.91	2 years 11 months	11.75	2	2 years
10.91	7	1.25	1 year 3 months	11.5	0.59	7 months
6.75	6.58	0.83	10 months	7.75	1	1 year
8.58	6.82	0.66	8 months	12.66	4.08	4 years 1 month
9.91	13.25	4	4 years	12.75	2.84	2 years 10 months
9.5	8.83	-0.42	-5 months	11.75	2.25	2 years 3 months
9.75	12	3.84	3 years 10 months	12.41	2.66	2 years 8 months
9.91	8.83	-1.08	-1 year 1 month	12.75	2.84	2 years 10 months
7.41	9.91	1.75	1 year 9 months	7.75	0.34	4 months
9.25	8.82	0.16	2 months	9.66	0.41	5 months
10.5	12	3.17	3 years 2 months	12.75	2.25	2 years 3 months
9.91	12.25	3.42	3 years 5 months	11.41	1.5	1 year 6 months
11.75	13.25	5.42	5 years 5 months	13.41	1.66	1 year 8 months
7.91						
9.95	7.16	-1	-1 year	10.91	0.96	11 months
	11.66			11.75		
11.75	11.66	2.41	2 years 5 months	10.91	-0.84	-10 months
10.91	6.83	-1	- 1 year	12.41	1.5	1 year 6 months
				12.08		
9.75	11.66	2.83	2 years 10 months	10.91	1.16	1 year 2 months
		53.83			34.59	
		DIVIDED BY 29				
		AVERAGE 1.856	Excluding missing data - average of 1 year and 10 months progress in 12 months (RA)			
					34.59 DIVIDED BY 29	
					AVERAGE 1.19	

The students highlighted in green can be identified as having increased their progress in reading ages / spelling ages since being tested on their Y6 intake days.

Excluding the missing data, on average the students have made 1 year and 10 months of progress each across the year.