

Year 11 Intervention Report September 2015



1. Objectives

To ensure there is no gap between PPG and non-PPG students in GCSE English and address underperformance of all students in the reading section of the Language paper through targeted intervention including:

- TLR for English teacher to organise and deliver workshops part funded by PPG funding
- Consistently assessed mock paper
- Underperformance in specific questions identified early on
- Staff training for tackling underperformance
- Workshops designed for specific questions – 2x Q2, 1XQ3 and 2x Q4

2. Intervention offered

GCSE Language	Date
Reading paper: Presentational Features (Q2)	Monday 23 rd February 2015 (4pm – 5pm)
Reading paper: Presentational Features (Q2)	Monday 2 nd March 2015 (4pm – 5pm)
Reading paper: Inference (Q3)	Monday 9 th March 2015 (4pm – 5pm)
Reading paper: Synthesis (Q4)	Monday 16 th March 2015 (4pm – 5pm)
Reading paper: Synthesis (Q4)	Monday 23 rd March 2015 (4pm – 5pm)
Controlled assessment resit day – by prior arrangement with class teacher only.	Wednesday 18th February 2015 (Half term week)
GCSE Literature	Date
Unseen poetry workshop	Monday 20 th April 2015 – during the school day.
Poetry anthology revision session	Monday 20 th April 2015 (4pm -5pm)
To Kill A Mockingbird revision session	Monday 27 th April 2015 (4pm – 5pm)
Of Mice and Men revision session	Tuesday 5 th May lunchtime session

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3. Intervention impact (Cohort average) across Reading Section across Term 4

PPG Pupil	PP	RED Never Attended 0 sessions	AMBER Attended 1-4 sessions	GREEN Attended 5-6 sessions
1	Y		1	
2	Y		2	
3	Y	0		
4	Y		2	
5	Y	0		
6	Y		2	
7	Y	0		
8	Y		1	

		ENGLISH LANGUAGE	KS2 Result English	ENGLISH LITERATURE	Total points score for full courses	Total points score (Full & Short Courses)	Number of subjects	Average points score per pupil	Total points score for best eight results	No. of A*-A grades	No. of A*-C grades	5+ A*-C, including En & Ma	BASICS; A*-C En + Ma	2+ A*-C in Science subjects	No. of A*-G grades
Pupil 1	PP	A	5b	A	520	546	10.5	52.00	434	9	10	TRUE	TRUE	TRUE	10
Pupil 2	PP	C	4a	B	348	368	9.5	38.74	323	0	7	TRUE	TRUE	FALSE	9
Pupil 3	PP	A	4	B	538	564	10.5	53.71	446	5	10	TRUE	TRUE	TRUE	10
Pupil 4	PP	A	5c	A	420	446	9.5	46.95	386	5	9	TRUE	TRUE	TRUE	9
Pupil 5	PP	A	5b	A	426	452	9.5	47.58	389	4	9	TRUE	TRUE	TRUE	9
Pupil 6	PP	B	5c	C	496	496	10.0	49.60	410	5	10	TRUE	TRUE	TRUE	10
Pupil 7	PP	B	5	B	490	516	10.5	49.14	407	7	10	TRUE	TRUE	TRUE	10
Pupil 8	PP	B	5b	A	490	516	10.5	49.14	407	1	10	TRUE	TRUE	TRUE	10

100%

100% of PP students achieved 5 A*-C inc Eng and Ma.

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4. Findings / Actions

- Intervention must be responsive to the mock but the same principles / materials should be employed to secure consistent improvement.
- The intervention programme has worked and HOD and the team are already designing similar programmes of intervention for KS5 – AOs focused seminars and continued AO1 lectures.

Grades achieved in English Language

	2013-14	2014-15
A*	0%	0%
A	50%	25%
B	38%	56%
C	12%	19%

All GCSEs 2014-15	Average points score per pupil	Total points score for best eight results
PPG students	48.4	400.3
Non PPG students	47.1	391.2

Wider Impact (Whole Cohort)

		2014		2015	
DfE Category		H	M	H	M
% of students achieving 3 levels of progress	Language	84%	100%	92%	96%*
% of students achieving 4 and 4+ levels of progress		45%	48%	53%	65%
DfE Category		H	M	H	M
% of students achieving 3 levels of progress	Literature	82%	100%	95%	100%
% of students achieving 4 and 4+ levels of progress		36%	35%	62%	85%

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Surname	First Name	Class	Presentation Features Question 2 Monday 23rd Feb	Presentation Features Question 2 Monday 2nd March	Reading Paper: Inference Question 3 Monday 9th March	Question 3	Reading Paper: Synthesis Question 4 Monday 16th March	Reading Paper: Synthesis Question 4 Monday 23rd March	Controlled Assessment resit day Wednesday 18th Feb	Poetry Section A 25th April 2015	Poetry Section B Period 4/5	After school Poetry cluster	RED Never Attended 0 sessions	AMBER Attended 1-4 sessions	GREEN Attended 5-6 sessions

The intervention programme is being continued in 2015-16. The table above shows the tracking grid that the English department will use to monitor attendance at sessions.