

Literacy and Numeracy catch up funding 2018/2019

1. Summary information					
School	Kingswood Secondary Academy				
Academic Year	2018-19	Total funding	£33,118	Date of most recent review	February 2018
Total number of pupils	207	Number of pupils eligible	83 Literacy 75 Numeracy	Date for next internal review of this strategy	July 2019

2. Current attainment for year 7 only		
	On entry from year 6	End of year 7 (available July 2019)
% not meeting benchmark standard in English	40%	
% not meeting benchmark standard in Mathematics	36%	
% not meeting benchmark standard in Mathematics and English	48%	

3. Barriers to future attainment (year 7)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	On entry many Year 7 students have an understanding of literacy and a reading age below that expected.
B.	On entry many Year 7 students join us with a mathematics ability which is below that expected for their age.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To raise Year 7 reading ages, which will be measured through the New Group Reading Test (NGRT) and literacy testing on line.	For the average student reading age to progress at a faster rate in order to close the reading age gap with other students who arrived with a 100-standardised age score.
B.	To improve year 7 pupils' reading and writing strategies, through the identification of gaps in prior learning and the provision of 2 additional English lessons each week to replace MFL.	Year 7 students will increase at above the average rate for the cohort, progress will be checked via regular termly assessments.
C.	To understand gaps in prior learning, ensure the gaps are filled so students have a solid understanding of basic principles in order to progress to the next stage of their mathematics education.	Year 7 students will be able to complete basic numeracy functions, progress will be checked via regular in class assessments.

5. Planned expenditure

Academic year 2018-2019

The three headings below enable schools to demonstrate how they are using the literacy and numeracy catch up funding to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
To improve year 7 reading and writing.	Employed primary school teacher to do small group literacy and numeracy lessons with identified students Increased time for year 7 to have literacy support, on timetable, with literacy leads.	Literacy support for small groups and presented by trained staff are effective (DfE,2012). Literacy assessment on line as it has produced good results for our students.	Timetabled lessons for highest need students in year 7. Testing for all pupils (GL assessment) and regular in class assessments. Led by CLs, and monitored by SLT. Extra timetabled literacy support from HLTA – 2 additional weekly lessons to replace MFL where appropriate	CW MPo	April/ July
For year 7 pupils to have improved confidence in their reading and writing ability. They are able to close the reading gap on their more able colleagues.	Students with SEN or additional need will be selected to attend the LSU and continue a 12-week literacy programme to develop reading, spelling and comprehension. In small groups (3-4) with specialist English HLTAs. Regular assessments are taken and when the literacy gap is reduced students then return to core lessons. Other students are selected to have 3 additional English lessons each week. Focus on reading and comprehension all to have a “book in your bag” approach and silent reading to take place.	Overall, reading interventions generally have a positive effect on pupils’ attitudes towards reading. Further, they appear to have a moderate, positive effect upon general learning (Education Endowment Foundation, 2017d).	Additional lessons timetabled. Reading tests to be completed and results assessed by HOD.	CW	April/ July
To be able to complete basic mathematics skills in order to move on to more complex aspects of mathematical thinking, e.g. problem solving.	Students below 100 SAS receive additional mathematics tuition with an emphasis on basic numeracy skills in a stimulating environment. To include practical applications, paired work. In addition to 1:1 and small group tuition by HLTA. Investment in times tables	Strategies that have been found to be effective with low-attainers include: <ul style="list-style-type: none"> • Introduction at an early stage: which can help to reduce „mathematics anxiety” (Dowker, 2004, 2009). • Individualising the intervention: Dowker (2004) This highlights the importance of diagnostic assessment. 	Students to have 2 additional timetabled lessons. Teaching to take place with experienced mathematics specialist. Regular assessments to take place, use of GLA testing leading to the use of question level analysis to enable students to be independent learners.	MMP	April/ July

	rock stars programme to facilitate fun learning of basic number.	• Co-operative learning: paired work and group collaboration (Slavin and Lake, 2008; Dowker, 2004).	Student" progress at times tables will be monitored by teachers and HOD.		
			Total budgeted cost	£16,554	
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
To improve year 7 reading and writing ages, to allow them to access whole curriculum	Ongoing staff training, use of on line assessment tools. Students who have greatest need are referred to Learning Support Unit for additional phonics, graduated reading scheme.	EEF and DfE has reported research reviews on literacy interventions. 1:1 support has shown the best results for effective literacy support; and that support should be sustained and repeated for over ten weeks to be effective.	INSET sessions for teaching staff to reinforce literacy skills and use of differentiated resources.	CW MPo	April/ July
To ensure EAL is not a barrier to learning	Specialist teacher to support EAL pupils and ensure that they are of an appropriate level to access the curriculum.	The National Association for Language Development in the Curriculum states that learners who are EAL are distinct and different through the virtue that they are learning in and through another language and they come from different cultures and communities. Their learning is influenced by the knowledge and ability of the teacher to integrate them and their language into the curriculum. It is therefore vital that pupils have a basic understanding and feel confident enough to try and communicate, construct friendships, understand systems and procedures and start to develop conceptual knowledge.	Students identified via CATs or through transition discussions with primary school will be allocated additional support in the Learning Support Unit. Regular testing will take place and analysis of results. Ultimate aim to return to mainstream lessons adequately prepared to access the curriculum.	MPo	Ongoing
To ensure that SEN is not a barrier to learning and progress in English or mathematics	GL assessment suite	Ensuring that there is no underlying SEN barrier is critical to ensuring progressing and catching up. Something could be missed if this is not completed.	Ensure that testing is completed for the appropriate pupils and acted upon where results show traits of an additional need. Use of external agencies where needed.	CW MMP	April/ July
			Total budgeted cost	£16,554	

Review of expenditure				
Previous Academic Year, 2017-18				
Quality of teaching for all & Targeted support				
Desired outcome	Chosen approach/action	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<p>To improve year 7 reading and writing.</p> <p>For year 7 pupils to have improved confidence in their reading and writing ability. They are able to close the reading gap on their more-able colleagues.</p> <p>To be able to complete basic mathematics skills in order to move on to more complex aspects of mathematical thinking, e.g. problem solving.</p> <p>To improve year 7 reading and writing ages, to allow them to access whole curriculum</p>	<p>Maths - We used HLTA to deliver numeracy catch up lessons. Small group intervention by TAs was used to close learning gaps We also used TAs to support PP students on a 1 - 1 basis</p> <p>English i) Quality of teaching for all: Use of HLTAs to deliver literacy catch-up. Year 7 and 8 students removed from MFL lessons to do additional English lessons with L.Hadrys and C.Wallace.</p>	<p>Maths - Numeracy results: of the 74 students identified as having a SAS score below 100 at the start of Year 7 by the PC1 assessment 23 had made age expected progress, a further 26 had made greater than age expected progress.</p> <p>English - Impact: Positive P8 score for English Lang/Lit for PP students in Year 11 in 2018. Catch-up group's progress. 99% at or above expected progress.</p> <p>Literacy results: of the 78 students identified as having a SAS score below 100 at the start of Year 7 by the PC1 assessment 26 had made age expected progress, a further 48 had made better than expected progress</p>	<p>Primary trained teacher employed for 2018-19 to focus on support of catch up students.</p>	

Appendix 1 - Special Education Need Involvement in Literacy Catch-Up 2018–2019

- Literacy “catch-up” groups in the Learning Support Unit are intended to facilitate rapid and sustained progress in literacy skills, notably reading and reading comprehension, in order that SEND pupils can access mainstream text/literacy-heavy learning and maintain progress in line with academic/cognitive peers.

- Programmes of learning are highly bespoke and individualised to pupil needs. Whilst programmes of learning run parallel to published / shared Year 7 English curriculum content, the LSU “catch-up” is not a “5th set”
- It is anticipated that approx. 30 pupils (max. 15 per year half) may need initial “catch-up” intervention in September of Year 7. It is expected that >50% will be in mainstream English by Term 3 (January)
- Pupils to be identified by SENDCo following results of SATs and CATs testing AND whose literacy attainment indicates a SEN (pupils with scores of <85 in both verbal CAT and English SAT will be the priority along with those with additional cognition & learning SEN already identified on transfer)
- Pupils can be considered to have SEN (special educational need) if their attainment in a specific area of development, across a range of subject skills, or globally, is more than 2 years below their peers (e.g. a pupil in Year 7 with a reading age of 8:11 or lower), or standard score (scaled score) of <85.
- Pupils identified by SENDCo for literacy “catch-up” will be assessed by SEN Team in LSU for baseline within two weeks of start of September term
- Additional referrals from Head of English / Head of English KS3 to SENDCo for assessment for literacy “catch-up” intervention can be considered at any time subject to spaces in the group
- Pupils will be reassessed in week 5 (October) and in week 9 (November) to establish rapid AND sustained progress Pupils who have reached reading age 9:00+ AND reading comprehension 9:00+ in BOTH assessments (sustained) should be integrated into mainstream English learning at beginning of Term 3
- Pupil progress will be further reviewed each (half) term. It is expected that pupils in the “catch-up” group will join mainstream English on acquisition and consolidation of age-related reading and reading comprehension (2 years below, e.g. Y7 – 9:00+ RA / RC) in TWO successive assessments.
- Integration to mainstream English receiving class to be arranged for not later than beginning of the next “half” term following TWO successive RA / RC scores at 9:00+, i.e. Pupils are NOT expected to remain in the “catch-up” group for more than two-three weeks further to attaining SEN criteria point.
- It is anticipated that identified pupils will continue to need quality first teaching, including individual differentiation by the class teacher, in mainstream classes, possibly with additional support from designated English HLLMs within the Department.
- Additional adult general support in Year 7 set 4 English mainstream groups will be considered for 2017-18 (after deployment of indicated one-to-one support throughout the Academy) to support current pupils AND if that deployment is possible, the Learning Assistant will liaise with class teacher and LS Mgr to support pupils with their transition from Literacy “catch-up” to mainstream English.

Criteria:

Two different tests should be used to correlate results with 95% confidence intervals indicated.

1. CATS (verbal) scores AND* SATs (English) scaled score

2. SATs scaled scores for English reading and writing

3. LSU testing - reading and reading comprehension deficit may be used to benchmark pupils

4. SENDCo – assessment as required

*CATs scores only are NOT a sufficiently reliable indicator of literacy acquisition, given test conditions, computer-based format and challenge of context (i.e. Y6 Transfer Days); CATs scores generate false negative for EAL pupils.

