

## **Background**

The Government provides additional funding to schools for each Year 7 pupil who did not achieve the expected level (scaled score of 100) in the Key Stage 2 national curriculum tests in reading and/or mathematics or those who are identified on entry as being secondary ready. The purpose of this funding is to enable schools to deliver additional support, such as individual tuition or intensive support in small groups, for those pupils that most need it.

In the 2017/18 academic year, DfE funding for schools is provided at the same level as in 2016/17 adjusted to reflect the percentage change in the size of the Year 7 cohort.

## **Finance**

Available funding: £15,382

## **Numeracy Strategy**

### Cohort 1

Pupils who achieved 94 and under or did not complete SATs will have their numeracy age assessed using the Basic Number Age screening test. If their SATs score is under 94 and/or their number age is <9.06, they will be placed on the Catch Up Numeracy programme. They will then complete their assessments to determine the programme, if they are assessed at a level 6 or above, we will take into account their SATs score and number age and make a decision as to whether they will continue on the programme. Cohort 1 also includes those pupils educated with the Greenhouse provision.

If they continue on the programme, they will receive a 12-week intervention of 2 x 20 minute sessions per week, or until they complete the programme, they will be known as cohort 1. This will be during a science or maths lesson and one form time per week. This will be on a 121 basis.

### Cohort 2

Those pupils whom SATs scores are between 95-99 or their number age is between 9.06 and 10.11 will be assigned a group intervention of 1 x 20 minutes per week during form time. This can be further supported by completing 2x20 minute sessions as homework using the IDL numeracy programme. This will be known as cohort 2.

In addition to the interventions delivered by the SEND department the pupil may receive additional interventions through their maths lessons by:

- Maths watch intervention
- Mastery scheme of work for lower ability
- Collaboration with TAs to ensure students with SEND students have the same opportunities as non-SEND students
- Smaller sets for groups 4 and 5

<b>Cohort</b>	<b>Number of pupils</b>
1	18
2	15

## Literacy Strategy

### Cohort 1

Pupils who achieved 94 and under or did not complete SATs will have their literacy age assessed. If their SATs score is under 94 and/or their reading/spelling age is <09.06, they will be placed on the Catch up Literacy programme.

If they continue on the Catch Up Literacy programme, they will receive a 12 week intervention of 1 x 20 minute session per week, they will be known as cohort 1. This will be during an English or Spanish lesson and one form time per week. This will be on a 121 basis. In addition to this, the pupils will be assessed for IDL Literacy and they will be expected to complete two lessons per week at home to support their literacy skills, they can also access this in homework club ran by year team or the SEND's homework club ran by Mrs Wilcock. Cohort 1 also includes those pupils educated with the greenhouse provision.

### Cohort 2

Those pupils whom SATs scores are between 95-99 and/or reading/spelling age is more than 9:06 will be assigned literacy extraction as part of their English curriculum. They will be completing additional guided reading sessions. The guided reading sessions will focus on high quality reading materials and will involve the shared reading of a text, followed by comprehension and language analysis questions and the opportunity to practise the spelling of key words.

Collaboration with TAs to ensure students with SEND students have the same opportunities as non-SEND students.

- Smaller sets for groups 4 and 5
- All Y7 have homework that focuses on spelling and the acquisition of key words. The key words are assessed once per week through a low stakes quiz
- Schemes of Work have been re-written for Y7 so that each term a topic is focused on in depth. Reading, writing, speaking and listening are all assessed under the topic. This is to enable greater depth when teaching concepts and ideas
- Each unit of work for Year 7 contains elements of the 'Let's Think in English' programme. This is a cognitive acceleration programme designed by King's College in London with the aim of developing independent and critical thought. This programme has an abundance of research evidence to suggest that it provides students with opportunities to develop in all areas of their English skills. See below for research data
- Opportunity to take part in the 'read and feed' scheme in which parents will be invited to information evenings to look at how they can support their child's reading at home. During the sessions it is a chance for English teachers to get to know the parents of the students who were struggling and to offer a number of ways in which we can help them encourage reading at home. Following the initial session we use the time to have parents and students reading with each other.

Cohort	Number of pupils
1	26
2	19

All interventions will run for 12 weeks with pupils, in which they will be reviewed at the end by carrying out assessments in their reading, spelling and number age. We will also liaise with their English and maths teachers to ensure they have made progress in both subjects in comparison to their flightpaths. If a pupil is either making significant progress or not making progress in an intervention, they may be reviewed earlier and a change of intervention maybe necessary.

### **Key changes to programme from 2018-19**

- Increased number of pupils in year 8 to continue on interventions through Greenhouse model in 5 lessons over 2 weeks
- New Greenhouse continued in year 7
- Question level analysis to be made available to relevant teachers
- Teaching Assistants to be grouped into literacy and numeracy teams to be able to deliver more specialised sessions
- Deployment of specialised TAs to all departments, including English and maths
- Collaborative work between key staff to embed literacy across the curriculum
- Changes to cohort 2 delivery method for both literacy and numeracy to follow curriculum in English and maths
- After school session offered to literacy pupils in 'homework' club

In addition to the above there will be number of literacy based intervention running in year 8-11:

- Year 8- smaller nurture class disappplied from Spanish and having extra literacy and numeracy with Miss Neill in the Greenhouse
- Year 7-9- Beat Dyslexia running for pupils with a diagnosis of Dyslexia during form time
- Year 10-11- Study skills session with Mrs Wilcock during PSHCE in preparation for GCSE study

### **Key Outcomes:**

- Pupils on cohort 1 for literacy and numeracy should make a 1.5 rate of progress e.g. if they are on the programme for 12 months they should make 18 months progress in their reading/spelling/number age
- Pupils on cohort 2 who use IDL literacy and numeracy should make around 10 months progress with 26 hours of use
- Pupils on all cohorts should notice improved confidence and self-esteem, which has transferred into other areas of school life