

Year 7 Literacy Catch-up Funding Statement



| 1. Context | | | | | |
|--|--|---|---|---|--------------------------------------|
| New intake with Below Average Scale Score in English and Maths | | | % of cohort Low PA below 99 combined =22% | Number of students: 60 | |
| 2. Barriers to future attainment | | | | | |
| In-school barriers | | | | | |
| A. | Poor pupil attainment and progress | | | | |
| B. | Under achievement in Numeracy and Literacy | | | | |
| C. | Poor behaviour | | | | |
| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> | | | | | |
| D. | Limited access to literacy and numeracy at home. | | | | |
| 3. Desired outcomes <i>(desired outcomes and how they will be measured)</i> | | | | Success criteria | |
| A. | Improved pupil progress and attainment in English and Maths. The use of the assessment cycles to identify students from their starting point | | | Improved ARE progress in English and Maths from Cy1a to Cy3a | |
| B. | Improvement in students' attitudes to reading | | | 75% with library reading books at all times and improved AR reading count | |
| C. | Improved reading age | | | Improved reading age of 2 years and over | |
| D. | Improved attendance | | | | |
| 4. Planned expenditure | | | | | |
| Academic year | | 2017-2018 | | | |
| Catch-up strategies and interventions | | | | | |
| 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 implementation? |

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| Summer School | A combination of tasks using maths and literacy. | Teaching and Learning Tool Kit | Stantonbury Evaluation Cycle 1a and 3a | ECK/ABE | End of academic year |
| Additional English and Maths Tuition (1-1 or small group) | Undertaken during English and Maths lessons for 30 | Education Endowment Foundation | SIS Evaluation Cycles 1a and 3a | RCO | Each assessment cycle |
| Accelerated Reader | Fortnightly sessions in the library for one hour | Education Endowment Foundation | Weekly data and monitoring students' use of library books/quizzes | JL/GRN | Termly following AR Star testing |
| Corrective Reader | Weekly intervention sessions | Teaching and Learning Tool Kit | Weekly monitoring and SIS Evaluation Cycles | RCO | Each assessment cycle |
| Catch up Literacy using Reciprocal Reading | Weekly intervention sessions | Teaching and Learning Tool Kit | Weekly monitoring and SIS Evaluation Cycles | RCO | Each assessment cycle |
| Sum Dog Numeracy Online Resource | Weekly intervention sessions | Teaching and Learning Tool kit | SIS Evaluation Cycles | | Each assessment cycle |
| Total budgeted cost | | | | | 22,061 |

| 5. Review of expenditure | | | | |
|--------------------------------|------------------------------|--|--|-------|
| Previous Academic Year | | 2016/17 | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils as appropriate | Lessons learned (and whether you will continue with this approach) | Cost |
| Summer School | PE teachers led the sessions | Students were enthused and barriers to learning dissolved. | Combining Literacy and Maths with PE helped enthuse students. | £2000 |

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| Additional English and Maths Tuition (1-1 or small group) | 30 minutes a week. | Enabled TAs to focus on learners' specific barriers to learning. | Contributed to overall results | £6300 |
| Accelerated Reader | Fortnightly one hour sessions. Rewards and Awards issued in assemblies. | More students with library books and reading. | Contributed to overall progress | £4000 |
| Corrective Reading | Weekly intervention sessions. | Students more confident in lessons. | Contributed to overall progress | £4000 |
| Catch-up literacy using Reciprocal Reading | Weekly intervention sessions | Students more confident in lessons – improved progress | Contributed to overall progress | £5400 |
| Sum dog Numeracy Online resource | Weekly intervention | Students more confident in lessons | Contributed to overall progress | £200 |

ii. Targeted support

| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria | Lessons learned (and whether you will continue with this approach) | Cost |
|----------------------|--------------------------|--|--|------|
| Improved reading age | AR | Cy1a English : 1 meeting ARE Cy3a English: 21 meeting ARE Cy1a Maths: 14 meeting ARE Cy3a Maths: 36 meeting ARE | We will continue with the in school intervention above but intend to replace the Literacy programme for Ruth Miskin Fresh Start from September 2018. | |

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