

## Supporting Student Progress

### Year 7 Literacy and Numeracy Funding 2019-2020

#### Analysis of Spend

##### Summary

The plan for the academic year 2019-2020 was cut short due to the enforced school closure that took place in March 2020 as a result of Covid 19. The analysis of spend therefore evaluates the effectiveness of the plan to this point. A number of the interventions will continue into the 2020-2021 academic year.

##### **Literacy Development Plan**

<b>Intervention</b>	<b>Summary of Intervention</b>	<b>Analysis / Outcomes</b>
New Group Reading Tests Term 1 and 6	Students to complete the NGRT to identify specific weaknesses within literacy to support and inform further interventions.  Lead Staff MAN and RK	<b>Testing of all students in Year 7 completed at the start of the academic year. Detailed analysis reports provided for all students with focus upon those who had a reading age below actual age.</b>  <b>Testing to review progress in Term 6 unable to take place. Testing was completed in Term 1 of Year 8 September 2020.</b>
Intervention 1 – Phonics development / decoding / Unit of Sounds	Students to undertake three sessions per week on a computer-based phonics programme designed to focus upon need with Literacy teaching assistant. Programme accelerates phonics through voice recording and revisiting techniques. Reading – phonics progress is recorded and monitored	<b>Small group sessions were completed throughout Term 1-3 based upon the bespoke phonics package. Supported and monitored by HLTA. Some impact seen from students who engaged in the programme.</b>  <b>Programme concluded at point of school closure March 2020. Programme to continue from September 2020</b>

Literacy Intervention 2 Small group comprehension.	Students to undertake a minimum of two guided reading sessions per week with peers and higher-level teaching assistant. Small group reading focused upon developing the level of understanding within a text.	<b>Guided reading sessions timetabled and delivered across the curriculum for targeted students during Term 1-3.</b> <b>Programme to continue during the 20-21 academic year.</b>
Literacy Intervention 3 One to One Dyslexia Support	Students identified at high risk of dyslexia to receive additional support to target need. Support	<b>TA support to students at risk of dyslexia provided across the curriculum with focus upon literacy rich subjects – English, Geography, History. Support provided to other subjects as appropriate.</b>

	provided through teaching assistants.	
Literacy Intervention 4 QLA and Drop Down	Teachers to assess performance in common assessments and use the QLA to identify gaps / weaknesses in knowledge and understanding. Drop down lessons delivered by the English team to address the gaps based upon need.	<b>Further development required within this area to develop strategy to analyse gaps and provide drop down support. Drop down sessions took place during Term 2 and were planned in Term 4 and 6 but did not take place.</b>

### Numeracy Development Plan

Intervention	Summary of Intervention	Expected Outcomes
Quality First Teaching for all students in all classes.	High-quality teaching to target and focus on high-level delivery for every student.	<b>All students taught by trained Maths teachers in set classes designed to stretch and provide challenge. Closure lessons provided with voice over commentary to support learning during closure for all students.</b>

Additional Teaching with Class Sets.	Use of the Math's TA to support the delivery of the Math's curriculum in Set 3. Focused support and teaching of the essential numeracy topics to enable progress.	<p><b>Smaller class sizes facilitated to develop numeracy skills in the lower ability groups. Focus upon core skills that underpin the subject key to creating building blocks for progress. Evidence of increased KPI performance in the areas of addition, subtraction, multiplication and division prior to closure.</b></p> <p><b>Further consolidation needed during the 20-21 academic year within this group of students.</b></p>
Students are set based on KS2 attainment for year 7 and combined with end of year 7 assessment results for year 8.	Class sizes for those not meeting age-related expectations are deliberately smaller and available in-class support (TA) is directed to these classes	<b>Students set based upon KS2 data with the option of moving upwards through the sets. No downward movement permitted as model to raise attainment. Smaller class sizes for lower ability sets to support maximal teaching input and progress.</b>
Targeted Support and Use of Hegarty Math's.	Targeted sessions for students to access dedicated topics based upon the QLA to support progress. Provided two evenings per week.	<b>Hegarty embedded and used by students with designated catch up sessions used to support students with conceptual difficulties. Proactive intervention.</b>

Computer Package support to develop times tables/	Use of TT rock stars on a weekly basis to develop recall of times tables both in and out of sequence. Instant recall of times tables to promote numeracy confidence.	<b>Designated TT lessons to support core multiplication skills. Student progress across the academic year to point of closure increased by 0.36 second per answer. Intervention to be continued in 20-21.</b>
Math's catch up sessions provided after school on a Tuesday and Thursday.	To enable students to access support from math's teachers with their homework or classwork.	<b>Homework completion and success rates were consistent across all sets. High attendance prior to homework deadline. To be continued 20-21.</b>