

# Literacy and Numeracy catch up funding 2018/2019

1. Summary information					
School	Skegness Academy				
Academic Year	2018-19	Total funding	£19,765	Date of most recent review	February 2018
Total number of pupils	154	Number of pupils eligible	53 Literacy 54 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	34%	
% not meeting benchmark standard in Mathematics	35%	
% not meeting benchmark standard in Mathematics and English	25%	

3. Barriers to future attainment (year 7)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
A.	On entry many Year 7 students have a limited understanding of Literacy and a reading age below age appropriate.	
B.	On entry many Year 7 students join us with a numeracy ability which is below age appropriate.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
C.	Attendance rates in school are below the national average	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	To raise Year 7 reading ages, which will be measured through the New Group Reading Test (NGRT) and literacy testing on line.	An increased amount of students will be reading at an age appropriate level.
B.	To improve year 7 pupils' reading and writing strategies, through the identification of gaps in prior learning and the provision of weekly intervention session in be delivered in group and individually.	Students will be able to access main stream lessons by having developed age appropriate literacy skills through the intervention programme.

<b>C.</b>	<b>To recognise gaps in numeracy, and through a personalised intervention programme, fill in these gaps</b>	<b>Students will be able to access main stream lessons by having developed age appropriate numeracy skills through the intervention programme.</b>
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## 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.	<p>Newly appointed lead for literacy to oversee all literacy interventions and implement the graduated approach.</p> <p>All intervention are to be delivered by the literacy lead to ensure expertise knowledge and consistency in approach</p>	<p>Member of staff is highly trained to deliver several programmes including Catch-up literacy.</p> <p>One fixed member of staff ensures consistency in approach</p>	Timetabled lessons for highest need students in year 7. Testing for all pupils (GL assessment) and regular in class assessments led by the lead for literacy and monitored by SENCO.	BGR LCM	Half termly or as appropriate
For reading to be embedded into the year 7 culture.	Accelerated reader, lead for literacy, EAL and faculty teaching assistant trained along with English staff	Proven results from the accelerated reading programme to compliment additional interventions that are in place with the literacy department	Lead by the school librarian, is monitored using the graduated approach.	KCU	Half termly or as appropriate

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 numeracy tuition with an emphasis on filling gaps in knowledge.  Mathletics and TT Rock Stars have been purchased to add additional resources to the numeracy department	By ensuring students are working at an age appropriate level we are providing them with the tools to access numeracy in the progress 8 curriculum  Technological approach to numeracy with student friendly visuals will encourage students to further develop their skills individually	Lead for numeracy to monitor all numeracy interventions via the graduated approach, SENCO to monitor.  GL assessments to be used to monitor progress	DDO LCM	Half termly or as appropriate
To ensure the individual					
			<b>Total budgeted cost</b>		<b>£14,315</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review?</b>
To improve year 7 reading and writing ages, to allow them to access a progress 8 curriculum	Lead for literacy oversees all interventions and delivers the majority (all of year 7) New resources including low ability/high interest reading books to encourage students. Variety of intervention are delivered in order to meet the individual needs of the students.	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. New books are recommended by Catch-up literacy and the Specialist Teaching Team.	All programmes are to be led by the lead for literacy and monitored by SENCO	BGR LCM	Half termly or as appropriate

To ensure EAL is not a barrier to learning	EAL coordinator 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 from the EAL coordinator. Regular testing will take place and analysis of results. Ultimate aim to return to mainstream lessons adequately prepared to access the curriculum.	MPA	Ongoing
To ensure that SEN is not a barrier to learning and progress in Literacy and numeracy	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.	LCM	Ongoing
			<b>Total budgeted cost</b>		<b>£5,450</b>

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

- Literacy “catch-up” groups in the SEND department 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.
- It is anticipated that approx. 50 pupils may need initial “catch-up” intervention in September of Year 7.
- Pupils to be identified by SENDCo following results of SATs testing AND whose literacy attainment indicates a SEN (pupils with scores of <85 in 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 within the department for baseline within two weeks of the start of the September term
- Additional referrals from all subject areas to SENDCo for assessment for literacy and/or numeracy “catch-up” intervention can be considered at any time.
- Pupils will be reassessed in half termly to establish rapid AND sustained progress.
- 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 teaching assistants.
- Lead for literacy will liaise with the English department frequently.

#### Criteria:

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

1. SATs scaled score
2. SEND testing - reading and reading comprehension deficit may be used to benchmark pupils
3. SENDCo – assessment as required

#### Update Summary February 2018

- Numeracy results: of the 54 students identified as having a SAS score below 100 at the start of Year 7 by the 1HT assessment 12 had made age expected progress, a further 9 had made greater than age expected progress, with 33 having achieved below age expected progress. It is this group which the lead for numeracy, under the direction of SENCO will target next.
- Literacy results: of the 53 students identified as having a SAS score below 100 at the start of Year 7 however due to both reading and spelling requiring intervention, we have to lower the bench mark to 9 years 10 months (assessed using Schonell for spelling and Salford for reading) by the 1HT assessment 9 had made age expected progress, a further 9 had made better than expected progress, with 37 having made less than expected progress.