

Planning and evaluation outline for the use of the Year 7 Literacy Catch-Up Premium 2018/19

Premium used for:	Amount allocated to the intervention / action (£)	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?
1:1 sessions	£1,659	<p>2018-19 review:</p> <p>Weekly 1:1/ small group intervention for Year 7s with low reading and spelling scores on entry</p> <p>15 Minute Club – multi sensory activities based nurture group was well attended by new Year 7 low attainers and dyslexic learners in Autumn and Spring terms.</p> <p>Weekly multisensory spelling programme for Yr 7s with low spelling scores run with good success in Summer term</p>	<p>Aim:</p> <ul style="list-style-type: none"> • Improve self-esteem and well-being of vulnerable learners to raise reading and spelling ages of lowest attaining Year 7 students to support learning across the curriculum. • Refinement of last year's success with spelling booster programme and reading support work 	<ul style="list-style-type: none"> • Annual LIP Review • Close monitoring of reading and spelling progress/attainment scores • Pupil feedback • Hodder Reading Scheme and HAST-2 (Helen Arkell Spelling Test – Version 2) both provide standardised scores- quantifiable evidence of student progress through formative and summative assessment tasks. 	<ul style="list-style-type: none"> • Pupil feedback reflects significant impact on pupil progress • 92% of Year 7 spelling booster group cohort improved their spelling scores, making significant improvements in accuracy of spelling first 200 high frequency words, which evidences continued success of the scheme. • Students in Literacy 1:1 lessons, who followed revised spelling and reading programmes made significant progress (2 year 8 students who made significant progress with independent reading are a good example of the success of small group focussed reading and spelling support.)

		<p>2019-2020</p> <p>Encourage attendance of dyslexic and low attaining Yr 7 boys at 15 Minute lunchtime club</p> <p>Increase opportunities for spelling support through extension of spelling support intervention over Spring and Summer term.</p>	<p>To improve attendance of Year 7 boys at 15 Minute group by increased opportunities for use of ICT (utilise new English lap top bank/media literacy packages e.g. Nesy fingers on-line games as new resource), boy friendly dyslexia-friendly texts/ activities</p> <p>Timetable smaller spelling groups over 2 half terms to provide more concentrated teacher pupil support and focussed learning for most vulnerable learners.</p>	<ul style="list-style-type: none"> • Annual LIP Review • Close monitoring of reading and spelling progress • Pupil and parent feedback • Monitor attendance of boys • Student attainment levels 	
<p>Dyslexia support</p>	<p>£4,312</p>	<p>2018-19 review</p> <p>VH continued development of high quality dyslexia support for students in English faculty and across the school</p> <p>VH worked closely with JL in Science in bid for dyslexia-friendly status</p> <p>VH worked with other faculties (DT/Business Studies) to develop a range of multisensory writing resources, to help KS4 students develop longer written responses and achieve higher attainment levels.</p>	<p>Continued to refine and develop multisensory, dyslexia-friendly texts and resources to support dyslexic learners across the curriculum.</p> <p>Further staff training opportunities to ensure high quality learning experiences for dyslexic cohort.</p> <p>Enhanced dyslexia-friendly learning opportunities and resources in Science, a second core subject.</p> <p>Improved writing support for mid and lower attainers in other curriculum areas.</p>	<p>VH</p> <ul style="list-style-type: none"> • LIP Review • Parental, staff and student feedback • CLASS dyslexia evidence file and assessor feedback illustrates growth of df teaching and learning in Science. • Creation of cross-curricular multisensory resources to enhance learning and engagement of SEND students. 	<p>2018-19</p> <p>Staff training opportunities provided through VH led multisensory twilight workshop, training for new staff and GCSE students.</p> <p>VH role as mentor for all staff on dyslexia issues and concerns now embedded.</p> <p>Science Faculty achieved dyslexia-friendly status in Summer 2019. CLASS assessor described dyslexia-friendly support in Science as "excellent". VH worked closely with maths and took on 1:1 support of Year 11 Maths dyslexic learners. Work with Maths Faculty is on-going.</p>

		<p>Development of Clicker 7 resources as on-line writing support for struggling mid and low attainers</p> <p>Year 7 screening programme now embedded and operating effectively</p> <p>2019-2020</p> <p>Continued development of whole school multisensory resources to support dyslexic and struggling learners</p> <p>VH to work with LR in Maths to secure dyslexia-friendly status.</p>	<p>VH has worked to develop some resources for networked computers in library for KS4 as part of Clicker 7 resource bank. This is in nascent stage and on-going.</p> <p>Early identification of dyslexia is key to dyslexic learners' success and progress.</p> <p>Work with other faculties through collaboration/ training opportunities to improve cross-curricular approaches to dyslexia-friendly teaching.</p> <p>Improved resources for dyslexic learners in Maths – numeracy can pose a</p>	<p>English Faculty and curriculum support team liaise regularly over students flagged as a concern and ensure interventions are in place to support struggling learners with dyslexic tendencies and screen for dyslexia as necessary.</p> <p>VH has completed CLASS ISEND dyslexia screening qualification and can now assess students as part of Literacy Intervention Programme when necessary.</p> <p>LIP review</p> <p>Improved use/ development of multisensory teaching resources on Staff drive.</p> <p>Further staff twilight and training opportunities led by VH</p> <p>Development of CLASS evidence file in Maths/ df Maths resources.</p>	<p>Cross-curricular multisensory teaching folder acts as a shared resource for teachers and support staff on Staff drive.</p> <p>Multisensory approaches for teaching writing and vocabulary trialled successfully in literacy 1:1 sessions and shared through team teaching and collaboration with other faculties, most notably Science, MFL and Business Studies.</p> <p>JT and E O'S, TC in Year 8/9/10 are examples of students who have benefitted from staff training on dyslexic indicators and robust screening programme resulting in in-house dyslexic diagnosis and good progress in lessons - JT progressed by 2 thresholds in a summative writing assessment post diagnosis in the summer term..</p>
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<p>Lexia</p>	<p>£223</p>	<ul style="list-style-type: none"> • 2018/19 Lexia used in 20 minute afternoon tutor time sessions. • 2 cohorts of 6: 3 times per week for 10 weeks 	<ul style="list-style-type: none"> • Word and sentence recall and recognition • Confidence in reading 	<ul style="list-style-type: none"> • Regular monitoring by JW using data produced by the Lexia programme. • Data record produced at shared at end of 30-session Lexia run. • Worksheets produced are used in 1:1 support sessions, as appropriate. 	<ul style="list-style-type: none"> • Regular review undertaken by JW during and at end of each run of thirty Lexia sessions. • 2 cohorts: 11 of 20 starters completed - 7 levelled up once and 3 levelled up twice. • All students (bar 1) met or exceeded their baseline targets). 9 out of 20 students exceeded their baseline target in some or all of their English assessments across the year.
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<p>LSU-based intervention</p>	<p>£100</p> <p>£56</p> <p>£356</p> <p>£223</p>	<p>Interventions taking place during Personalised Learning sessions, or provided separately via Learning Support.</p> <p>2018/19</p> <ol style="list-style-type: none"> 1. The newly trained TA continues to complete WRAT tests to ensure that we have an adequate reading and spelling age for the weaker students. This feeds into the intervention programme and is also used for tracking and monitoring. She completes per week. 2. Anger management programme continues to be accessed by a number of students, this involved 3 students during this past academic year. 3. Social skills – Run by 2 TAs each week for a block of 8 weeks. This is solely offered to year 7s and was also supported by a year 9 mentor. There were 2 groups and there 8 students within the first group and 8 within the second group. 4. Focus on developing ASC support following specialist TA leaving. 	<p>The purpose of intervention and support varies according to identified needs.</p>	<p>LT, RH</p> <p>Regular review at LSU meetings.</p>	<p>2018/19</p> <p>Impacts:</p> <ol style="list-style-type: none"> 1. This allows for endless numbers of children to be assessed on an on-going basis. The information is used during the collaborative work with outside agencies, parents and other departments in the school. 2. This continues to be an effective intervention. The students learn strategies and implement them to assist with managing their challenges. This is also shared with school staff to assist the students further. 3. Social skills is a very effective intervention. In addition to students gaining support with social interactions and communication, it enables them to manage their challenges within the classroom, thus accessing the curriculum easier. When a student requires top up, further work is completed with that student following the intervention and this happened with great success for 2 year 7 students this year.
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	£111	<p>New Ta worked closely with an ASC specialist and used the resources to support the students. This had an incredibly positive impact on the students ability to access school in general, in particular managing their challenges In class.</p>			<p>4. 9 students in year 7 with ASC. 5 accessed intervention, with strategies to access support and manage challenging situations. Through year 7, this success was evident by increased confidence with their learning along with their social skills outside of the classroom.</p>
	£,1297	<p>5. Dyslexia screening programme has been altered and it is more efficient than previously. We are pleased with the impact that his had in identifying 3 students in year 7.</p> <p>2019-20 We have purchased the lucid programme which enables us to test students and gain accurate findings around their literacy difficulties. It also enables early identification for dyslexic tendencies and identifies who may need to be assessed for access arrangements later on. We are keen to utilise the findings to share with teaching staff to support the students further.</p>			<p>5. Dyslexia screening resources used for students. We are pleased that this enabled 3 students to be identified and tested, which lead to a finding dyslexic tendencies. All Literacy interventions logged on central record by LT, RH and VH, at each data capture point during the school year.</p>
Homework Club	£1692	<ul style="list-style-type: none"> • Homework club runs after school each day Mon – Thurs. • It takes place for an hour on each of those days. 	<ul style="list-style-type: none"> • Offers the children support with their homework. • Students can also seek teachers to gain further explanation. 	<ul style="list-style-type: none"> • Monitored by SENCO and Senior leader linked to English. • Teaching assistants meet weekly and discuss positives and any concerns. 	<ul style="list-style-type: none"> • Good attendance – throughout the year, 17 year 7's attended. • Vulnerable students in need of support received it.

		<ul style="list-style-type: none"> • Students from year 7 are welcome and encouraged to attend. • Homework club is run by Teaching Assistants and they provide the children with support during this time. • Homework club takes up to 15 students on each of the four days each week. 	<ul style="list-style-type: none"> • It offers those without support at home, the opportunity to extend their understanding. 		<ul style="list-style-type: none"> • More capable students supporting the weaker students. • Very pleased with the learning environment created.
Reading mentoring (with older pupil)		<p>Selected Y7 students reading, on a weekly basis, with Y9 pupil. The Y9s lead discussion of reading and encourage them to read in their own time.</p> <p>2018/19 Seventeen Y7 students were paired with a Y9 buddy.</p>	Developing time spent reading, independent choice in reading and enthusiasm, motivation and confidence in own reading.	<p>Monitored by RT and SB in Library.</p> <p>RT provided training to Y9 on reading strategies - Sep 2017</p>	Review (RT) at the end of each term.