

Year 7 'Catch up' funding for Literacy and Numeracy – SEN schools

1. Summary information					
School	Bower Grove School			Type of SEN (eg.PMLD/SLD/MLD etc.)	SEMH
Academic Year	2017-18	Total 'catch up' budget	11,818	Date of most recent 'Catch up' Review	Nov 2017
Total number of pupils	26	Number of pupils eligible for PP	16	Date for next internal review of this strategy	Oct 2018

1. Current attainment		
	<i>English</i>	<i>Maths</i>
Number of students who sat end of KS2 national tests in 2016 (achieving a minimum of Level 3).	0%	0%
Number of students working below chronological age upon entering Year 7.	100%	100%
Number of students with spelling age below chronological age (September 2016)	88%	
Number of students with reading age below chronological age (November 2016)	65%	
Number of students with numeracy age below chronological age (September 2016)		100%

2. Planned expenditure					
Academic year		2017-18			
The two tables below enable schools to demonstrate how they are using the '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 & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Standardised testing for numeracy ability.	<p>Deployment of Sandwell numeracy test annually.</p> <p>Testing carried out by LE/NI.</p>	<p>Standardised testing is an additional data capture that enables staff to gain a wider, more accurate picture of a pupil's ability in Maths.</p> <p>It also identifies specific areas of strengths and areas for development, to aid transition.</p> <p>Furthermore, it acts as an additional strand of evidence of progress within the subject, allowing for appropriate intervention to be put in place if required.</p>	<p>Departmental planning for internal testing as part of the Year 7 curriculum in Term One.</p> <p>Improvement to analysis of results and subsequent feedback to staff in Key Stage meetings as appropriate.</p>	ACr	<p>Review of process/ outcomes in Term 1.</p> <p>Analysis of results and communication of findings in Term 1.</p>
Standardised testing for literacy ability.	<p>Deployment of Salford, York and TOWRE reading test (bi-annual – Nov and June), in addition to Hast-2 spelling test (Term 1).</p> <p>Testing carried out by: Reading – KI, NT Spelling – NI</p>	<p>Standardised testing is an additional data capture that enables staff to gain a wider, more accurate picture of a pupil's ability in Literacy.</p> <p>It also identifies specific areas of strengths and areas for development, to aid transition.</p> <p>Furthermore, it acts as an additional strand of evidence of progress within the subject, allowing for appropriate intervention to be put in place if required.</p>	<p>Blocking of the timetable for set fortnight period for reading tests, biannually.</p> <p>Departmental planning for internal spelling test (within Core Skills lessons).</p> <p>Additional test – York phonics test to ensure appropriate level for lower ability range of pupils.</p>	JOS	<p>Review of process for spelling in Term 1/2, and subsequent communication of findings.</p> <p>Review of process for reading in Term 2, and subsequent communication of findings.</p>

Specialist LSA provision to support pupil achievement in Numeracy and Literacy.	<p>Deployment of two literacy-specialist LSAs to support Year 7 lessons, in addition to tutor LSAs.</p> <p>NT/SJo deployed (7A/7W).</p> <p>Deployment of three Maths-specialist LSAs to support Year 7 lessons, in addition to tutor LSAs.</p> <p>TJ/LE/JD deployed (7A/7W).</p>	<p>Pupils performing below expected level of progress require small group/ 1:1 support in their learning, particularly those with SEN.</p> <p>These duties may include: prompting, scribing, repeating/ clarifying instructions, modelling, co-constructing, behavioural expectations etc.</p> <p>LSAs assist through emotional aid and academic support, helping pupils access the learning.</p>	<p>Timetabled LSA deployment in Year 7 classes.</p> <p>X4 lessons of Numeracy per week X4 lessons of Literacy per week.</p>	MC ACr JOS	<p>Review Wave 1 deployment of LSA staff post-baseline assessment of new cohort.</p> <p>Review during timetabling process with MC in Feb-Apr 2017.</p> <p>Plan deployment for 2017-18.</p>
Total budgeted cost					£10,032
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Targeted intervention for pupils performing below expected level of progress in Numeracy.	<p>Identified students on a term-by-term basis. Intervention to be carried out over a minimum of 6 week/ maximum of 12 week period.</p> <p>Timetabled intervention, delivered by NI.</p>	<p>Pupils working below expected level of progress require extra support in small group or 1:1 setting.</p> <p>Research into intervention indicates extra Wave 3 intervention needs to run for an extended period of at least 6 weeks in order to make a significant impact.</p>	<p>Planned interventions based on data and progression, highlighting priority cases.</p> <p>Communication required for students to come out of other lessons across the curriculum.</p> <p>Liaison with KC re: progression mapping.</p>	ACr	<p>Termly/ cycle review.</p> <p>Completion of exit data documentation and analysis of progress at set data captures.</p>

Targeted intervention for pupils performing below expected level of progress in Literacy.	Identified students on a term-by-term basis. Intervention to be carried out over a minimum of 6 week/ maximum of 12 week period. Timetabled intervention, delivered by NT. NT x4 periods a week allocated intervention time.	Pupils working below expected level of progress require extra support in small group or 1:1 setting. Research into intervention indicates extra Wave 3 intervention needs to run for an extended period of at least 6 weeks in order to make a significant impact.	Planned interventions based on data and progression, highlighting priority cases. Communication required for students to come out of other lessons across the curriculum. Liaison with KC re: progression mapping.	JOS	Termly/ cycle review. Completion of exit data documentation and analysis of progress at set data captures.
Total budgeted cost					£1,824

3. 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?	Lessons learned (and whether you will continue with this approach)	Cost
Standardised testing for numeracy ability.	Deployment of Sandwell numeracy test annually and AQA entry level testing for baseline of new entrants. Testing carried out by LE/NI (supporting).	Testing carried out as planned in Term 1. Scores were distributed to all Key Stage 3 and 4 staff to enable appropriate planning, resourcing and differentiation. Sandwell also triangulated with Pupil Asset framework to enhance use of assessment. Tests completed annually and analysis of results for Year 8 planned for Term 3/4 to enable comparison.	New system embedded with success in terms of logistics and information gleaned from results. Further work required on what to do with said outcomes in order to best support staff in delivering numeracy and supporting students in their learning. Initiative to be continued for forthcoming academic year (2017-18).	

<p>Standardised testing for reading and spelling ability.</p>	<p>Deployment of Salford/ TOWRE reading test and the HAST-2 spelling test.</p> <p>Testing carried out by KI/NI/NT.</p>	<p>All testing implemented as planned, bi-annually. Reading tested once in November and again, as a cross reference, in June. Spelling tests implemented in Term 2.</p> <p>Results were then communicated to all teaching staff to inform planning and resourcing. It allowed staff to differentiate as needed for individual students. Furthermore, it strengthened cross-curricular links between literacy and other subjects.</p> <p>Excellent progress across the year: 86% of students made significant jumps in their reading ages.</p>	<p>Reading/ spelling tests to be continued in 2017-18.</p> <p>Increased staffing helped complete the tests at a greater rate, but also raised issues of consistency in terms of delivery and marking – JOS recommends reverting back to NT/KI as primary staff in charge.</p> <p>KS1/2 staff raised concerns re: suitability of Salford Reading test for low ability pupils. NT and JOS to investigate phonics York test to check appropriateness for forthcoming academic year.</p>	
<p>Specialist LSA provision to support pupil achievement in Numeracy.</p>	<p>Deployment of three numeracy-specialist LSAs to support Year 7 Maths lessons, in addition to tutor LSAs.</p> <p>TJ/LE/JD deployed (7N/7L).</p>	<p>Intensive support within Year 7 literacy lessons allowed students to make good progress throughout the year, as indicated by the data progress captures.</p> <p>End of year data: 86% on or above expected level of progress on Pupil Asset.</p>	<p>Successful approach allowed for both academic and social development, particularly in helping external pupils to manage the transition to a new school.</p> <p>Saturated support to be continued in 2017-18 – 7A/7W – staff permitting.</p>	
<p>Specialist LSA provision to support pupil achievement in Literacy.</p>	<p>Deployment of two literacy-specialist LSAs to support Year 7 lessons, in addition to tutor LSAs.</p> <p>NT/SJo deployed (7N/7L).</p>	<p>Intensive support within Year 7 literacy lessons allowed students to make good progress throughout the year, as indicated by the data progress captures.</p> <p>End of year data: 82% on target, 65% above overall target.</p> <p>Excellent reading age progress: 86% made progress from November 2016- June 2017.</p>	<p>Successful approach allowed for both academic and social development, particularly in helping external pupils to manage the transition to a new school.</p> <p>Saturated support to be continued in 2017-18 – 7A/7W.</p>	
Total Cost				£8,360

ii. Targeted support	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	
Targeted intervention for pupils performing below expected level of progress in Numeracy.	<p>Identified students on a term-by-term basis. Intervention to be carried out over a minimum of 6 week/ maximum of 12 week period.</p> <p>Timetabled intervention, delivered by NI.</p>	<p>Maths intervention consistently delivered throughout the year:</p> <p>Term 1 and 2: JF and KT 1:1 Lego Maths with NI.</p> <p>Term 3 and 4: whole class intervention (Numeracy Ninjas) and JF/KT 1:1 with NI.</p> <p>Term 5 and 6: KT/JF Powers of 2 intervention 1:1 with NI.</p> <p>86% of students working on or above target by the end of Year 7.</p>	<p>Intervention was successful: strategies such as Lego Maths engaged pupils that were not accessing the normal timetable and whose self-esteem and confidence in the subject was lacking. Furthermore, Powers of 2 helped students developed independence and helped to address early numeracy perceptions.</p> <p>Logistically, the additional member of staff (NI) responsible for intervention (monitoring and delivering).</p> <p>Approach embedded for 2017-18 – NI now taking on a more pro-active role with regards to identifying students performing below expected level of progress.</p>	
Targeted intervention for pupils performing below expected level of progress in Literacy.	<p>Identified students on a term-by-term basis. Intervention to be carried out over a minimum of 6 week/ maximum of 12 week period.</p> <p>Timetabled intervention, delivered by KI/NT/NI.</p>	<p>New intervention system put in place: entry and exit data, with personalised provision linked to skills from Pupil Asset data program.</p> <p>Interventions reviewed and carried out for Terms 1 and 2 successfully – x2 Year 7 students (KT/AF). Wave 2 intervention – 1:1 support provided.</p> <p>(100% of students made progress post-intervention from end of KS2 to Term 2).</p> <p>Staff absence and adapted timetables impacted on amount of interventions that could take place from Term 3 onwards – very limited provision in place.</p> <p>Term 5/6: external intervention in place – AF/LH attended Communi-create SALT provision with FE 1:1.</p>	<p>Intervention continues to be challenging logistically, despite the enhancement in staffing. Issues that arose were:</p> <ul style="list-style-type: none"> - Staff used for cover on occasion, limiting available provision in place - Cross-curricular demands making it difficult for students to access intervention - Staff and student absence impacted on consistency of attendance - Reinforcement and transfer of new skills not consistent across the curriculum <p>Interventions to be refined, post-return of key personnel.</p>	
Total Cost				£2,085

1. Additional detail

- Recorded reading ages and numeracy from respective tests in Term One of 2017-18 (TOWRE, Sandwell, York, Salford)
- Baseline assessment for new Year 7 entrants, recorded on Pupil Asset (October capture).
- Analysis of progress for Year 7 students – PPM meetings record, three times annually.
- End of KS2 results (both external and internal recorded attainment).
- Progression mapping document – see KC.
- Exit data on individual department interventions.