

Year 7 Literacy and Numeracy Catch-up Review 2019-20

Our funding for 2019-20 was £11,166. This funding is allocated to support students who left primary school without reaching the expected standard in literacy and numeracy (65 students for literacy, 33 students for numeracy).

We will continue to focus on those strategies, which most clearly evidence impact in achievement and progress, personalised for each young person according to need and based on best practice research:

- targeted individual tuition
- intensive small-group tuition
- external services and materials.

Description	£	Explanation	Impact
Funding 2019-20	11,166		
Accelerated Reader	-3,118	<p>This will be used by the English department to promote reading, particularly with lower-ability sets.</p> <p>A comprehensive set of reports reveals how much a student has been reading, at what level of complexity, and how well they have understood what they have read.</p> <p>Extra reading will support students to make progress across all subjects in Year 7 and reduce gaps to their peers.</p> <p>This will be tracked at the three assessments points during Year 7.</p>	<p>Students have spent one lesson a week reading the book and are then required to complete the test. This is to check that they have understood the text and not just glanced over it.</p> <p>It is clear to see that average test-score for the students class has increased during the year. This illustrates their better understanding of the books as their reading improves.</p> <p>The data also shows that more time has been spent reading.</p>
myON	-1000 (additional titles)	<p>An online reading resource which includes 1000s of books of varying levels of difficulty and genres.</p> <p>Staff are then able to track and monitor which books the students are reading and the level of challenge of the books they are reading.</p> <p>The students are also guided towards other books to maintain engagement.</p>	<p>myON was rolled out with Year 7 just before February half term, so there was limited time to see the impact.</p> <p>There is a gap between those reading and those not: higher-ability students were averaging 27 minutes per day, while some lower-ability students have not improved.</p> <p>During the Covid-19 school closure, contact has been made with parents/carers reminding them of the availability of myON and the benefits of using it.</p> <p>As evidenced in the accelerated reader data and SISRA data, students are making progress in reading and myON has contributed to this.</p>

Wordshark	-846	<p>Teachers can view each student's record, to track progress and forward-plan effectively. Students can progress through independent learning – working at their own pace and ability.</p> <p>Students with scores below the expected score will make accelerated progress in literacy in order to 'catch up' with their peers.</p> <p>The students will use the package in lessons, supported by their English teacher and also in other periods in their curriculum.</p>	<p>New reading scores were not completed due to school closure.</p> <p>Extra reading support has led to accelerated progress across all areas of the curriculum, not just literacy.</p> <p>88% of this cohort are now showing to be making better-than-expected progress across all subjects, based on their starting points. A further 9% are on-track across most subjects.</p> <p>Students who still require more help to close the gap will be supported in Year 8.</p>
Numbershark	-840	<p>The program adapts well to other learning needs too: dyslexia, dyspraxia, ADHD, ASD, poor memory, visual stress, higher/lower achievement levels.</p> <p>Students with scores below the expected score will make accelerated progress in numeracy in order to 'catch up' with their peers.</p> <p>The students will use the package in lessons, supported by their maths teacher and also in other periods in their curriculum.</p>	<p>All identified students are now making better-than-expected progress in numeracy. The package has been used extensively with the smaller sets to accelerate their progress.</p>
PiXL Code	-200	<p>This is a phonetics-based programme to support reading. By working with Learning Support Assistants in small groups and individually, students will make accelerated progress in literacy. This improvement will help them to catch up with their peers.</p>	<p>Pixl Code has been used with 23 of the students identified as not reaching the expected standard in reading.</p> <p>From the base-line assessment to the end of the school year, these students have made significantly better than expected progress in literacy.</p>
Learning Support Assistant (Numeracy and Literacy)	-5,162	<p>Further tailored literacy and numeracy support for individuals contributes to accelerated progress across all subjects.</p>	<p>The progress of all of these students is routinely monitored in both English and mathematics. This allows teachers and learning support assistants to check that their teaching has been effective.</p> <p>From these assessments, 84% of the cohort have closed their gap in literacy and are now above track in terms of their expected progress</p> <p>16% of these students have made significant progress this year and are closing the gap on their peers in literacy.</p>

			<p>78% of the cohort have closed the gap in numeracy and are now above track in terms of their progress.</p> <p>18% of these 33 students have made significant progress this year and are closing the gap on their peers in numeracy.</p> <p>One student has made slower progress, however the gap with his peers in numeracy has not widened. Individual support for this student will continue in Year 8.</p>
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