

## Year 7 – Intent on Spend 2018-19

### Literacy

After analysis of the results in the Year 6 SATs, small intervention groups have been selected, pupils follow the “Fresh Start” scheme which is delivered by an HLTA. This consists of a phonics intervention scheme which aims to get struggling readers and writers at their age related expectation by the end of year 7 or before. Pupils are first assessed individually in order to determine the level at which the teaching should be pitched.

In some cases, pupils are withdrawn from mostly French to follow the Fresh Start programme whereas for others the programme will be delivered within their English lesson by a trained ETA. This also allows for a smaller group to remain with the subject teacher and therefore can be given more one to one attention.

In year 7, for one intervention group pupils therefore get 8 English sessions per week with their class, 4 with their own class and 4 with an HLTA following the Fresh Start scheme, for the other Fresh Start intervention is integrated in their English lesson.

The total fund allocated for 2018-19 is £ 12,063

| Strategy for year 7 literacy               | Allocation of Funding   | Action  | Rationale  | Measuring Impact   |
|--|---|---|--|--|
| Fresh Start Reading Intervention Programme | £ 6,309.00<br>350 HLTA hours<br>(£18.04)+2%<br>from 4/01/18<br>(£18.40) | Identify pupils with low reading and reading comprehension ages   | Pupils who can read successfully will have greater access to the entire curriculum | Reading and reading with comprehension ages to increase. |
| Continue the Accelerated Reader programme  |   | Identify pupils with low reading and reading comprehension ages and ascertain their zone of proximal development. | Pupils who can read successfully will have greater access to the entire curriculum | Reading and reading with comprehension ages to increase. |

- Pupils in the “Catch up” category have the same teacher in year 6 and 7 which helps them feel comfortable straight away at the beginning of the year, therefore minimising the “getting used to a new teacher” period. It enables these more vulnerable learners to start performing as well as they can from day 1 in September.

### Numeracy

As far as Maths is concerned, pupils who did not achieve 100 in their SATs tests in Year 6 will follow the Numicon programme twice a week and in order to do this will be withdrawn from various areas of the curriculum (apart from Maths, English and Science). Pupils will be taught by an HLTA in groups of 4, for a term. This is a rolling programme which will carry on throughout the year. Two classes with very small numbers (18 pupils each) ensure that pupils get as much one to one attention as possible, both classes are supported by an ETA.

| Strategy for year 7 numeracy   | Allocation of Funding                  | Action  | Rationale  | Measuring Impact  |
|--|--|---|--|---|
| Small group intervention by HLTA (Numicon) twice a week on top of normal Maths lessons | £ 5,628. 48<br>(8 HLTA hours per week) | Identify pupils who did not achieve 100 in SATs | Pupils benefit from individual attention from an HLTA (groups of 4). Their particular needs/weaknesses in the subject can be catered for. Pupils who struggle don't feel “different” as they attend all Maths lessons with the rest of their class | Pupils make expected or greater than expected progress in Maths<br>They feel more confident about their own ability |
| Reduced class sizes (2 groups)   |  |   | Pupils get more input from teacher, those who struggle get more attention and feel less intimidated in a small group.  | Pupils make expected or greater than expected (or are on track to reach their end of year 8 target).                |
| Year 8 supported by school (not Pupil Premium fund)                                    |  |   |  |   |

|                            |  |   |   |   |
|----------------------------|--|---|---|---|
| Fast track group in year 8 |  | Identify pupils who performed significantly below expectation in year 7 | Pupils are split 2 ways between a teacher and an HLTA. Lack of understanding quickly identified and remedied /more individual attention | Pupils make enough progress to reach their end of year 8 target |
|----------------------------|--|---|---|---|

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## Literacy 2017-18      IMPACT REPORT

### Rationale

After analysis of the results in the Year 6 SATs, small intervention groups have been selected, pupils follow the “Fresh Start” scheme which is delivered by 2 HLTAs. This consists of a phonics intervention scheme which aims to get struggling readers and writers at their age related expectation by the end of year 7 or before. Pupils are first assessed in order to determine the level at which the teaching should be pitched.

In some cases, pupils are withdrawn from French. Some pupils also benefit from small group intervention by an HLTA, in conjunction with their English teacher, where for two sessions, they remain with the rest of the class (with HLTA support where necessary) in order not to miss on the benefits of a “whole class English lesson”, e.g. input from more able pupils which will contribute to their own progress.

This also allows for smaller groups to remain with the subject teacher who therefore can be given more one to one attention.

As French has been timetabled against English, the 2 remaining sessions with the HLTA take place during French from which the “intervention pupils” are withdrawn.

In year 7, “Intervention groups” pupils therefore get 6 English sessions per week, 2 with their own class and 4 with an HLTA following the Fresh Start scheme.

The total fund allocated for 2017-18 is £ 11,937

| Strategy for year 7 literacy                         | Allocation of Funding                    | Action   | Rationale  | Measuring Impact   | Impact RAG  |
|--|--|--|--|--|---|
| Introduce Fresh Start Reading Intervention Programme | £ 6,309.00<br>350 HLTA hours<br>(£18.04) | Identify pupils with low reading and reading comprehension ages  | Pupils who can read successfully will have greater access to the entire curriculum | Reading and reading with comprehension ages to increase. | On Fresh Start, pupils 'reading age went up on average by 1 year 09 months and their spelling age went up by 1 year 07 months<br><br>As a whole, catch-up pupil 'progress was as follows:<br>Higher than expected progress 5%<br>Expected progress 60%<br>Lower than expected 20 %<br>Much lower than expected 2.5% |
| Continue the Accelerated Reader programme            |  | Identify pupils with low reading and reading comprehension ages and as certain their zone of proximal development. | Pupils who can read successfully will have greater access to the entire curriculum | Reading and reading with comprehension ages to increase. |   |

## Numeracy

As far as Maths is concerned, pupils who did not achieve 100 in their SATs tests (Reading and Maths) in Year 6 are taught in classes where they will have the first lesson(s) with the class teacher and the remaining lessons with an HLTA. The class has been assigned 2 HLTAs and will therefore be split in 3 after the introductory session(s), allowing for small intervention groups. The HLTAs are in constant dialogue with the Maths teacher who determines the content and pace of the teaching for all. Pupils have an entry and exit test for each unit of work.

| Strategy for year 7 numeracy     | Allocation of Funding               | Action  | Rationale   | Measuring Impact  | Impact RAG  |
|----------------------------------|-------------------------------------|---|---|---|---|
| Small group intervention by HLTA | £ 5,628. 48 (8 HLTA hours per week) | Identify pupils who did not achieve 100 in SATs (Reading and Maths)     | Pupils benefit from subject teacher's input for first session(s) followed by more individual attention from an HLTA. Their particular needs/weaknesses in the subject can be catered for. Pupils who struggle don't feel "different" thanks to the whole class teaching | Pupils make average or above average progress in Maths They feel more confident about their own ability | As a whole, catch-up pupil 'progress was as follows:<br>Much Higher than expected progress 20%<br>Higher than expected progress 18%<br>Expected progress 51%<br>Lower than expected 4%<br>Much lower than expected 2% |
| Reduced class sizes              |                                     |   | Pupils get more input from teacher, those who struggle get more attention and feel less intimidated in a small group.   | Pupils make average or above average progress (or are on track to reach their end of KS3 target).       |   |
| Fast track group in year 8       |                                     | Identify pupils who performed significantly below expectation in year 7 | Pupils are split 3 ways between 1 teacher and 2 HLTAs (first session: input from teacher, followed by small group teaching). Lack of understanding quickly identified and remedied /more individual attention   | Pupils make enough progress to reach their end of KS3 target  |   |

- Although the Literacy strategy has been successful, it is clear that the Maths strategy was the most successful of the two.
- As a school, we need to reflect on this and look at applying some of the Maths support systems which can be applied, to English intervention.
- One change to last year's timetable is to assign the target group to a more experienced member of staff therefore ensuring quality wave 1 teaching.
- Also, by making sure that the teachers in years 6 and 7 are the same as far as is possible, we minimise the loss of learning time (facilitating the transition from one year to the other for our more vulnerable learners).