

Background

The Government provides additional funding to schools for each Year 7 pupil who did not achieve the expected level (scaled score of 100) in the Key Stage 2 national curriculum tests in reading and/or mathematics. The purpose of this funding is to enable schools to deliver additional support, such as individual tuition or intensive support in small groups, for those pupils that most need it.

Finance

Expected funding: £15,382

Numeracy Strategy

Cohort 1

Pupils who achieved 94 and under or did not complete SATs will have their numeracy age assessed using the 'Basic Number Age Screening test'. If their SATs score is under 94 and/or their number age is <09.06, they will be placed on the Catch up Numeracy programme for 12 weeks.

On this programme, they will receive a 12 week intervention of 2 x 20 minute sessions per week on a 121 basis. This will be during a science or maths lesson and one form time per week.

Cohort 2

Pupils with SATs scores between 95-98 will be assigned a group intervention of 1 x 20 minutes per week during form time for 12 weeks. They will follow the IDL Numeracy package; this can be further supported by completing 2x20 minute sessions as homework.

Curriculum Interleaving

Collaborative planning between SEND and maths departments will ensure that students of each cohort understand how their TA intervention connects to their formal learning through an enhanced Y7 curriculum securing:

- Mastery scheme of work for sets 4 and 5
- Smaller sets for groups 4 and 5
- Collaboration with TAs to ensure SEND students have the same opportunities as non-SEND students
- Use of innovative and engaging resources (IDL, Mathswatch)

Cohort	Number of pupils
1	21
2	15

Literacy Strategy

Cohort 1

Pupils who achieved 94 and under or did not complete SATs will have their literacy age assessed. If their SATs score is under 94 and/or their reading/spelling age is below 09.06, they will be placed on the Catch up Literacy programme.

On the Catch Up Literacy programme, they will receive a 12 week intervention of 1 x 20 minute session per week. This will be during an English or Spanish lesson and one form time per week on a 121 basis. In addition to this, the pupils will be assessed for IDL Literacy and they will be expected to complete two lessons per week at home to support their literacy skills.

Cohort 2

Pupils with SATs scores between 95-99 and reading/spelling age higher than 9:06 will be assigned a 121 intervention of 2 x 20 minutes per week, for 12 weeks, during form time. They will focus on use of the IDL literacy programme and any individual literacy targets.

Curriculum Interleaving

Collaborative planning between SEND and English departments will ensure that students of each cohort understand how their TA intervention connects to their formal learning through an enhanced Y7 curriculum securing:

- Use of innovative and multisensory resources (IDL, PiXL Phonics)
- One *Let's Think In English* lesson (a cognitive acceleration programme developed by King's College London)
- One guided reading lesson
- One literacy skills lesson
- Smaller sets for groups 4 and 5
- Collaboration with TAs to ensure SEND students have the same opportunities as non-SEND students

Cohort	Number of pupils
1	27
2	8

All interventions will run for 12 weeks with pupils, in which they will be reviewed at the end by carrying out assessments in their reading, spelling and number age. We will also liaise with their English and maths teachers to ensure they have made progress in both subjects in comparison to their flightpaths. If a pupil is either making significant progress or not making progress in an intervention, they may be reviewed earlier and a change of intervention maybe necessary.

Key changes to programmes from 2018-19

- 3 members of staff have attended numeracy training.
- Catch up numeracy will be delivered on a 1-2-1 basis with an identified cohort.
- Rapid identification and implementation of intervention.
- Both programmes rolled out to pupils in the ASC base.
- Collaborative evidence based research between English, maths and SEND departments
- Regular meetings with HODs of English and Maths to ensure curriculum and intervention interleaving
- Question level analysis of KS2 SATs with newly appointed primary trained teacher to liaise with English and maths departments
- Pupils are now in receipt of direct intervention for both literacy and numeracy in the 95-99 cohort
- Innovative and multisensory resources (IDL Numeracy, Numicon, Let's Think In English) to be used in sets 4/5 and intervention groups

Key Outcomes:

- Pupils on cohort 1 for literacy and numeracy should make a 1.5 rate of progress e.g. if they are on the programme for 12 months they should make 18 months progress in their reading/spelling/number age
- Pupils on cohort 2 who use IDL literacy and numeracy should make around 10 months progress with 26 hours of use
- Pupils on all cohorts should evidence improved confidence and self-esteem: Character and Culture (PiXL Edge)

Monitoring Impact

Pupils will be regularly tested using standardised tests throughout the programmes to ensure that progress is being made and to allow adjustments to be made where necessary. In addition, information regarding attendance, behaviour for learning, engagement in the wider curriculum offer and curriculum data will be analysed to ensure time scaled evaluation of impact.