

Literacy and Numeracy catch up Intended spend 2018-2019

1. Summary information					
School	City of Peterborough Academy				
Academic Year	2018/19	Total funding	£29,500	Date of most recent review	July 2018
Total number of pupils	180	Number of pupils eligible	117	Date for next internal review of this strategy	July 2019

2. Current attainment for year 7 only		
	<i>On entry from year 6</i>	<i>End of year 7 (available July 2019)</i>
No. not meeting benchmark standard in English	69	
No. not meeting benchmark standard in Mathematics	54	

3. Barriers to future attainment (year 7)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Year 7 pupils are reading at about 2 years below ARE, on entry to the academy.
B.	Year 7 pupils join us on very low mathematics ability, on entry to the academy.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve year 7 reading ages, above their current average rate, measured through NGRT and AR testing throughout the year.	For the average reading age progress rate to improve to good or above (over 9 months) and for individuals to improve their reading ages. For catch up pupils to have an expected or more than expected progress rate in English above 5 points.
A:	To improve year 7 pupils' reading strategies, through reinforcement of phonics, and identifying gaps in their reading abilities. This will be measured through accelerated reader and star testing.	Year 7 pupils will increase above average, their reading ages; and teachers will report that pupils have more confidence in trying new words.
B.	To be able to access the mathematical vocabulary needed to progress to the next steps in mathematical thinking, such as problem solving. This will be measured through teacher assessment tools for data analysis.	The year 7 pupils will become more confident in their reading ability to enable them to read and recall mathematical vocabulary. For catch up pupils to have an expected or more than expected progress rate in mathematics above 5 points.

5. Planned expenditure

Academic year

2018-2019

The three headings below enable schools to demonstrate how they are using the literacy and numeracy 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 and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve year 7 reading ages.	Increased time for year 7 to have literacy support, on timetable, with literacy leads.	DfE (2012) has reported research reviews on literacy interventions. Literacy support for small groups should be presented by trained staff, and monitored for effectiveness. We use Accelerated Reader, Lexia and NGRT as it has produced good results for our pupils.	Testing for all pupils. Led by literacy lead, and assessed and monitored by SLT. Extra timetabled literacy support from literacy lead. Use of AR and Lexia and star testing with QA processes built in.	HSA ARO	Dec/ April/ July
For year 7 pupils to have improved confidence in their reading abilities, and increase above average, in their reading age progress.	English leads to ensure pupils phonics and SPAG testing is completed and disseminated to all staff. Target support in English lessons. Increased time allocated to literacy support for year 7. Create additional time for pupils to access support before and after school in both English and mathematics from staff in master classes.	The DfE (2007) recommended the use of phonics in early years and KS1, to develop reading skills. Our pupils often come to us at KS2 emerging stage for English and mathematics, and have gaps in their phonics knowledge..	Time for English leads to develop literacy Take 10 programme. Time for literacy leads to develop phonics programme if required. Timetabled curriculum lesson in additional to normal English curriculum.	ARO	Dec/ April/ July
To be able to access the mathematical vocabulary needed to progress to the next steps in mathematical thinking, such as problem solving.	Staff training on using more visual aids to help support new vocabulary.	EEF and DfE has reported research that shows that training teachers to use a whole school approach which is sustained across the school, is an effective way of promoting reading.	Extra support for literacy leads from learning mentors and assistants to support sessions. SALT (Southfields programme) training for all teaching staff to focus on use of visual vocabulary.	JJA	Dec/ April/ July
Total budgeted cost					£29,500

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve year 7 reading ages, to allow them to access lessons	Staff training on using more visual aids to help support new vocabulary. Individual literacy support for identified pupils in year 7. Individual additional literacy support for targeted pupils, as identified in Sept.	EEF and DfE has reported research reviews on literacy interventions. 1:1 support has shown the best results for effective literacy support; and that support should be sustained and repeated for over ten weeks to be effective. The interventions we use have been tried and tested to produce robust results in improving pupils' reading and comprehension skills.	Twilight sessions for teaching staff to reinforce use of visual aids and differentiated resources.	HSA ARO ALE	Dec/ April/ July
To ensure EAL is not a barrier to learning	Specialist teacher to support EAL pupils and ensure that they are of an appropriate level to access the curriculum.	The National Association for Language Development in the Curriculum states that learners who are EAL are distinct and different through the virtue that they are learning in and through another language and they come from different cultures and communities. Their learning is influenced by the knowledge and ability of the teacher to integrate them and their language into the curriculum. It is therefore vital that pupils have a basic understanding and feel confident enough to try and communicate, construct friendships, understand systems and procedures and start to develop conceptual knowledge.	Through QA and English proficiency tests. Progress levels of the pupils.	MKO	Dec/ April/ July
To ensure that SEN is not a barrier to learning and progress in English or mathematics	GL assessment suite	Ensuring that there is no underlying SEN barrier is critical to ensuring progressing and catching up. Something could be missed if this is not completed.	Ensure that testing is completed for the appropriate pupils and acted upon where results show traits of an additional need. Use of external agencies where needed.	AEM SEL	Dec/ April/ July
Total budgeted cost					£29,500

