

Literacy and Numeracy Catch Up Funding Review 2020 – 2021

<u>ACTIONS</u>	<u>IMPACT</u>
<p><u>Curriculum Support and Organisation</u> Students highlighted as needing significant support with literacy and numeracy are placed in a 'nurture group' on entry to facilitate focused teaching and support.</p> <p>Increased number of literacy lessons for students (two per fortnight) for students who are identified as in need of support with literacy and numeracy beyond the remit of quality first teaching.</p> <p>Discrete teaching of literacy and oracy within the curriculum for all students, that includes a weekly focus on a spelling theme, reading skills and spoken communication skills.</p>	<p>The Attainment 1 score (June 2021) English and maths respectively for the 22 LPA students was 1.7 and 1.5 compared to their target attainment of 1.9. This was an increase from 1.4 and 1.3 (December 2020)</p>
<p><u>Reading Intervention</u> All students are baseline tested on entry to school, using the GL Assessment to provide a reading age score.</p> <p>Students whose reading age is below nine years are identified for between thirty minutes and one hour's reading intervention with the school's specialist intervention teacher; students whose reading age is below their chronological age are considered for Peer Reading Intervention. This is supervised and quality assured by an HLTA.</p>	<p>Of the 64 students in receipt of intervention, all but 4 made good progress. The average progress in reading age across the group was 18.4 months from September to July.</p>

<p>There are regular meetings between the HLTA and SLT line manager to monitor students' progress and necessary adjustments to provision made.</p>	
<p><u>Spelling Intervention</u> All students are baseline tested on entry and those whose spelling ages is significantly below their chronological age are identified for form time intervention using the 'Wordshark' spelling programme. This is supervised and quality assured by an HLTA.</p> <p>There are regular meetings between the HLTA and SLT line manager to monitor students' progress and necessary adjustments to provision made.</p>	<p>The average progress in spelling age across the group was 16.3 months across the year.</p>
<p><u>Numeracy Intervention</u> Students whose number application skills are well below age related expectations are identified for at least twenty minutes of intervention per week. This is supervised and quality assured by and HLTA.</p> <p>There are regular meetings between the HLTA and SLT line manager to monitor students' progress and necessary adjustments to provision made.</p>	<p>Monitoring data on the programme demonstrated that all students within the cohort made continuous progress within the specified areas.</p>

<p><u>Staff Training and Development</u> Training opportunities to support consistent approaches to the high-quality teaching of literacy and numeracy are identified and training is provided.</p> <p>High quality communication and numeracy skills are the focus of the work of the Teaching and Learning Groups, as well as the school's training 'COGs'.</p>	<p>The school's quality assurance processes highlight that high standards of literacy and numeracy are promoted and supported across all curriculum areas.</p>
<p><u>Summer School Transition Programme</u> A literacy and numeracy themed enrichment and intervention targeted at Disadvantaged Students.</p>	<p>A baseline writing task was undertaken at the beginning of the Summer School. A further written piece was assessed at the end of the fortnight. 83% of students showed progress in their writing by the end of the Summer School.</p>