

## Year 7 – Intent on Spend 2019-20

### 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In some cases, pupils are withdrawn from French to follow the Fresh Start programme, this is on top of their normal English lessons. The Catch-up group is taught in two small groups, eleven in one group taught by an English teacher, six by an HLTA allowing children to get more of the one to one attention they require.

The total fund allocated for 2019-20 is £ 12,063

Strategy for year 7 literacy	Allocation of Funding	Action	Rationale	Measuring Impact
Fresh Start Reading Intervention Programme	6 hours a week by an HLTA	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.

### Numeracy

As far as Maths is concerned, pupils who did not achieve 100 in their SATs tests in Year 6 are taught in 2 small groups (one by a Maths teacher the other by an HLTA). This is to ensure that pupils get as much one to one attention as possible, both groups are also 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	4 hours a week by an HLTA	Identify pupils who did not achieve 100 in SATs	Pupils benefit from more individual attention (small groups). 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 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

## Literacy 2018-19 IMPACT REPORT

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	Impact Rag
Fresh Start Reading Intervention Programme	£ 6,309.00 350 HLTA hours (£18.04)+2% from 4/01/18 (£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.	On Fresh Start, pupils 'reading age went up on average by 2 years 11 months and their spelling age went up by 1 year 01 month  1.8% were above target 70.2% were on target 28.1% were below target
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.	

- 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	Impact Rag
Small group intervention by HLTA (Numicon) twice a week on top of normal Maths lessons	£ 5,628. 48 (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 They feel more confident about their own ability	As a whole, catch-up pupil 'progress was as follows: 83.1% of the pupils were on target 16.9% were below target

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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