

Year 7 – Intent on Spend 2017-18

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 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In some cases, pupils are withdrawn from French.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English, the 2 remaining sessions with the HLTA take place during French from which the "intervention pupils" are withdrawn.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
Introduce Fresh Start Reading Intervention Programme	£ 6,309.00 350 HLTA hours (£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.
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
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
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

Literacy 2016-2017

After analysis of the results in the Year 6 SATs, small intervention groups of pupils significantly below expectations, 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.

Pupils are withdrawn from 2 of their normal English lessons only. For the other 2 English sessions of the week, they remain with the rest of the class (with ETA 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 2016-17 is £ 16,000

Strategy for year 7 literacy	Allocation of Funding	Action	Rationale	Measuring Impact	Impact RAG
Introduce Fresh Start Reading Intervention Programme	£13,271.00 526 HLTA hours (£17.49/hour)	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.	In English, all pupils on premium catch up made an average of 5 points progress (discounting one pupil). Pupils who had some intervention made an average of 4.7 points progress. (disadvantaged made 3.9 points progress) (pupils were also given intervention in spelling and handwriting) (5 points minus DF) Pupils who followed Fresh Start the whole year made 4.1 points progress and their reading age went up by 2 years 1 month. (disadvantaged made 3.9) Pupils who had intervention in the first term only, made 5.8 points progress (disadvantaged made 4 points/ 6.5 discounting one pupil)
Intervention in Spelling and Handwriting	2 hours x week = £ 1364.22	Names of pupils in need of intervention put forward by own English teacher	Pupils will produce work of a better standard in both presentation and spelling in all areas of the curriculum	Significant and sustained improvement in handwriting and spelling	Hand writing significantly improved for all pupils receiving intervention (see examples of beginning and end of intervention) All pupils made an average of 5 points progress in English (discounting 1 pupil)
Reduced class Sizes		Smaller numbers in all classes	All catch-up pupils benefit from more attention from teacher		
Continue the Accelerated Reader		Identify pupils with low reading and reading comprehension	Pupils who can read successfully will have greater	Reading and reading with comprehension ages to increase.	Premium Catch-up pupils made an average of 1 year 9 months' progress in reading Those who

programme		in ages and ascertain their zone of proximal development.	access to the entire curriculum		received intervention made an average of 0 Year 6 months' progress.
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Numeracy 2016-2017

As far as Maths is concerned, pupils who did not achieve level 4 in their SATs tests in Year 6 are also withdrawn and taught in small intervention groups. The focus tends to be the gaps pupils might have in their knowledge. The groups are taught by HLTAs who are in constant dialogue with the Maths teachers and together they determine what should be concentrated on at any given time.

These groups are quite fluid and are reassessed every term. Pupils who are deemed ready to re-join the rest of the class can do so, whereas others who might be struggling can benefit from more attention in a smaller intervention group for as long as is necessary. Again, this means fewer pupils to remain with the subject teacher and who therefore benefit from more individual attention.

Strategy for year 7 numeracy	Allocation of Funding	Action	Rationale	Measuring Impact	Impact RAG rating
Small group intervention by HLTA	£ 2.728.44 (17.49 x 4 hours a week) 136 HLTA hours	Identify pupils who did not achieve level 4 in their SATs test in Maths	Pupils have a more solid grounding in all areas of Maths, gaps in their knowledge are filled which allows them to access the rest of the Maths programme	Pupils make average or above average progress in Maths They feel more confident about their own ability	All pupils on premium catch up made an average of 3.2 points progress (discounting DF). Pupils who had some intervention (1st term only) made an average of 3.8 points progress. (disadvantaged made 3.7 points progress) Pupils who had intervention whole year made 3.8 points progress (disadvantaged made 3.7)