Sir Robert Pattinson Academy
Via Diversa Vita Una

Literacy and Numeracy catch up funding 2018-2019

1. Summary information					
School	Sir Robert Pattinson Academy				
Academic Year	2018/19	Total funding	£13,100	Date of most recent review	July 2018
Total number of pupils	240	Number of pupils eligible	74	Date for next internal review of this strategy	July 2019

2. Current attainment for Year 7 only		
	On entry from year 6	*End of year 7 (available July 2019)*
% not meeting benchmark standard in English	46	
% not meeting benchmark standard in Mathematics	46	
% not meeting benchmark standard in both English & Mathematics	24	

3. Barriers to future attainment if not addressed in Year 7	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	On entry to the academy, this cohort of eligible pupils are, on average, scoring a reading age approximately two years below age-related expectations (ARE).
B.	On entry to the academy, this cohort of eligible pupils are, on average, achieving mathematics scaled scores which places them approximately two years below age-related expectations (ARE).
External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	N/A
4. Desired outcomes	

	Desired outcomes and how they will be measured	*Success criteria*
A	To improve year 7 reading ages, above their current average rate, measured through NG Reading Tests in September 18, Jan/Feb 19 and July 19.	• All catch up pupils to have a more than expected progress rate in English to equal their national average peers. • All catch up pupils to score an average reading age improvement of 12 months+
B	To improve year 7 pupils' reading strategies, through reinforcement of phonics, and identifying gaps in their reading abilities. This will be measured through Toe by Toe, NGRT testing and in-curriculum assessment arrangements as well as by GL assessment progress tests at the end of the academic year	• All catch up pupils to have a more than expected progress rate in English to equal their national average peers. • All catch up pupils to score an average reading age improvement of 12 months+ • End of year GL progress tests show that all gaps have been narrowed significantly between catch up pupils and their peers
C	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 in-curriculum assessment and through calendared assessment point outcomes, as well as through improved outcomes in mathematics at the end of the year in examinations and GL assessment progress tests.	• All catch up pupils become more able to access the curriculum, enabling them to read and recall mathematical vocabulary • Mathematics outcomes for all catch up pupils improve to narrow all gaps • End of year GL progress tests show that all gaps have been narrowed significantly between catch up pupils and their peers
D	To ensure outcomes in mathematics for all eligible pupils eradicates existing gaps with their peers	• All catch up pupils become more able to access the curriculum, enabling them to read and recall mathematical vocabulary • Mathematics outcomes for all catch up pupils improve to narrow all gaps • End of year GL progress tests show that all gaps have been narrowed significantly between catch up pupils and their peers

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, above their current average rate, measured through NG Reading Tests in September 18, Jan/Feb 19 and July 19.	Increased time for year 7 to have literacy support, on timetable, with CCS 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 CCS lead, and assessed and monitored by SLT. Extra timetabled CCS support from CCS lead. Use of AR and Lexia and star testing with QA processes built in.	NS, ARA, EJA, DHT	Oct 18 Jan/Feb 19 July 19
To improve year 7 pupils' reading strategies, through reinforcement of phonics, and identifying gaps in their reading abilities. This will be measured through Toe by Toe, NGRT testing and in-curriculum assessment arrangements as well as by GL assessment progress tests at the end of the academic year	English leads to ensure pupils phonics and SPAG testing is completed and disseminated to all staff. Targeted support in English lessons. Increased time allocated to CCS 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 CCS leads to develop phonics programme if required.	NS, ARA, EJA, DHT	Oct 18 Jan/Feb 19 July 19
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 in-curriculum assessment and through calendared assessment point outcomes, as well as through improved outcomes in mathematics at the end of the year in examinations and GL assessment progress tests.	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 CCS leads from learning mentors and assistants to support sessions. SALT training for all teaching staff to focus on use of visual vocabulary.	GI, ARA, EJA, DHT	Oct 18 Jan/Feb 19 July 19

To ensure outcomes in mathematics for all eligible pupils eradicates existing gaps with their peers	Use of GL assessment, MathsWatch and in-curriculum assessment to ensure progress is made and gaps eradicated	Research shows that accurate initial diagnosis of barriers leading to regular, timely, well-pitched interventions including digital resources engages pupils and ensures that gaps are narrowed	Renewal of MathsWatch Purchase of GL Assessment CDS Staff masterclass interventions after October half term (data collect 1)	GI, ARA, EJA, DHT	Oct 18 Jan/Feb 19 July 19
			Total budgeted cost	**£6100**	

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 and overall core communication strategies so that they may fully access the curriculum	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 have 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.	GI, ARA, EJA, DHT	Oct 18 Jan/Feb 19 July 19

To ensure all eligible pupils improve their scaled score by July 2019 so that no gaps exist between them and their peers.	Use of GL assessment, MathsWatch and in-curriculum assessment to ensure progress is made and gaps eradicated Small group intervention will be conducted where necessary.	EEF and DfE have reported research reviews on literacy interventions. 1:1 support has shown the best results for effective catch up support, as has small group work. This 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' numerical and mathematical skills.	Digital resources and assessment packages, changes to timetable to accommodate small group interventions, rigorous assessment timelines and diagnostics	GI, ARA, EJA, DHT	Oct 18 Jan/Feb 19 July 19
To ensure that SEND is not a barrier to learning and progress in English or mathematics	GL assessment suite Renewed one page profiles for all CUP SEND pupils	Ensuring that there is no underlying SEND barrier is critical to ensuring rapid progress and increased attainment.	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.	GI, ARA, EJA, DHT	Oct 18 Jan/Feb 19 July 19
			Total budgeted cost		**£7000**