

Year 7 Funding – Catch Up in Literacy and Numeracy | Kings Oak Academy | Academic Year 2018-2019

At King's Oak Academy we put an emphasis on ensuring that all students have a solid basis in Literacy and Numeracy as they enter the academy; we very much welcomed the announcement around funding for students who underachieved in these areas at primary school. We have developed a variety of approaches to ensure that students who are behind in both subjects are given the best opportunity to close the gap with their peers. I outline these approaches and associated funding below:

Area of Spend	Cost	Description of Intervention *where identified by Sutton Trust/Hattie	Intended Outcomes	How impact is to be measured	Impact of the Intervention (<i>further evidence to follow by Summer 2018</i>)
Phase 1 Leader	£5845	Our Phase 1 leader spends a proportion of their time working on supporting the needs for children underachieving at primary school. This includes designating classes, supporting vulnerable classes and individuals and meeting with parents in Student Support Plan meetings.	<ul style="list-style-type: none"> - Students are identified early for intervention. - Interventions show impact - Parents are engaged as 	Phase leader data tracking and case studies.	
Numeracy and Maths Support group	£2155	Smaller class size and increased intervention for those identified at an earlier stage in Math's. Sutton Trust: Small group tuition +4 months, reduced class size +3 months	Students entering below the national expected levels will accelerate. Performance will fall in line with their peers. Better access to the curriculum.	Tracking and regular monitoring of students receiving this intervention	<p>A small group (5 students) were created at the start of term 2 following the term 1 assessment. The teacher used the question level analysis to re-teach the areas the students needed to improve. In addition the teacher used Numicon to assist with developing the student's basic number skills. The students were engaged and showed progress in sessions and the impact of this will be further assessed following the term 3 DQ assessments. Further analysis and investigation has indicated that we need to invest in a different resource to support the progress of our students with extremely weak numeracy skills. We are looking at introducing the Rapid Math's package.</p> <p>Currently Year 7 Math's attainment is 0.5% above the CLF average and low attaining students are making good progress with a VA of 4.99 and their attainment is 4.5% above the CLF average.</p>

<p>Reading Recovery Methods</p>	<p>£1500</p>	<p>Specialist staffing for students with very low reading ages in one-to-one and small group reading recovery sessions</p> <p>Sutton Trust: Small group tuition +4 months, reduced class size +3 months and one to one tuition +5 months</p>	<p>Students make good reading progress in Year 7, close gaps and to support students to transition into the Academy. Students with lower than expected literacy levels to feel success and go on to achieve good levels of progress in English and other subjects.</p>	<p>Levels of English progress achieved in Year 7, closing gap between outcomes of Catch-Up students and non-Catch-Up. Greater student confidence and self-</p>	<p>5 students started the intervention at the beginning of term 2. Their reading age was below 8.5 years of age. All 5 have progressed to the next stage with 2 students reaching 8.5 years. We have 22 students in year 7 whose reading age is below 10. As a result we have purchased the next package which will allow us to ensure that all students (14% of the cohort) improve their reading age. As a result we will be offering additional sessions during 2 tutor sessions a week.</p>
<p>Accelerated Reader</p>	<p>£3000</p>	<p>Year 7 students with reading ages below their chronological age are placed on the Accelerated Reader programme.</p> <p>*Not evidenced by Sutton or Hattie</p>	<p>Students make good reading progress in Year 7, close gaps and to support students to transition into the Academy. Students with low literacy levels to feel success and go on to achieve good levels of progress in English and other subjects.</p>	<p>Numbers of low attaining students making expected and good levels of progress in English at KS3. Reading ages data. Greater student enjoyment of</p>	<p>*Impact of this will be seen at the end of term 3 following the STAR reading test.</p> <p>Term 1 assessment indicates that KOA year 7 student's attainment is almost in line with the CLF and our low attaining students are making good progress with a value added score of 3.50 and their attainment 3.3% above the CLF average.</p>