

Year 7 Funding – Catch Up in Literacy and Numeracy | Kings Oak Academy | Academic Year 2016-2017

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 (further evidence to follow by Summer 2017)
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 due to barriers such as behavior and attendance. - Interventions show impact - Parents are engaged as partners in their child's learning. 	Phase leader data tracking and case studies.	The guidance and support of the phase leader ensured that almost 50% of students are ARE or above in English and almost 60% of students are ARE or above in Maths. In addition those maintaining progress or above in Maths has risen from 76.3% to 91.5%.
Personalised Transition Programme	£2155	Year 7 students are welcomed to the Academy in the June and July of the year before they start Year 7. For students who have academically underachieved, this helps to introduce them to key staff and start work. This programme is led by one of our Heads of House, Mrs Younger 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.	Transition leader tracking which shows students have made progress from their starting points, parent and student voice.	The Head of KS3 in English delivered a literacy intervention programme to a small group of students who were assessed at Level 3 which supported students in making on average 2 sub levels of progress in English. The Head of Key stage 3 in Maths identified a small group of students who were 2 levels below age related expectations (ARE) and working at an earlier stage. Almost 90% of the group progressed to the next level. However further intervention and quality first teaching and learning will enable those students to be at age related expectations by the end of year 9.
Reading Recovery Methods	£1500	Specialist staffing for students with very low reading ages in one-to-one and small group reading recovery sessions Sutton Trust: Small group tuition +4 months, reduced class size +3 months and one to one tuition +5 months	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.	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-esteem.	HLTA worked with 8 year 7 students whose reading age was below 10 on developing their Literacy skills. The 8 students were divided into 3 groups which consisted of no more than 3 students. On average all students improved their reading age by 8.5 months. The highest being 17 Months.

<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. In 2013-14, this will be targeted to students who specifically start the academy with reading ages and/or literacy levels below expected.</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 reading – student voice.</p>	<p>60% of year 7 students are at or above progress in Accelerated Reader. Student voice revealed that 75% of students enjoyed reading. However there needs to be a focus on engaging more boys in reading.</p>
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