

King Alfred's Academy

Use of Year 7 catch up funding in 2017/2018

Expenditure relates to various school staff as well as specific interventions and projects outlined below:

Expenditure	Estimated Cost (£)
Accelerated reader	£4750
Levelled reading books to enable access and progression in reading – assessment comprehension/baseline testing	
Reading Intervention Specialist	£10000
Allocation for individual/small group interventions	
Reading Intervention materials (AV)	£2000
Resources bought to develop phonemic awareness, to build vocabulary and to improve reading comprehension.	
Reading Books for Catch Up students	£1000
Reading books targeted towards Catch up students	
Additional Intervention Support and Training	£1500
Lexia – renewal due April 2018	£3000
Headphones for Lexia	£200
Vocabulary intervention – Bedrock Learning	£1750
Maths Renaissance catch up programme	£2000
Numeracy intervention specialist	£3000
Allocation for individual/small group interventions	
	Total £29000

King Alfred's Academy has been allocated £29,000 for the academic year September 2017 to August 2018. This money is targeted at 109 Y7 Students who joined King Alfred's Academy having achieved below scaled score 100 in English and/or Maths KS2 SATS assessments. The purpose is to ensure that they catch up with their peers who achieved the 'secondary ready' benchmark or above at the end of Y6. The leadership team of the Academy have taken the strategic decision to migrate away from the previous approach of withdrawal of students from areas of the curriculum in order to support intervention in a class setting. Our evaluation of this approach suggested that it did not promote the progress or learning culture required to allow learners to make rapid and sustained progress. Instead we have constructed an intervention strategy that focuses on small group intervention and a personalised approach led by experts.

Students with reading barriers struggle across the curriculum, including in Maths; nationally, only 11% of students who achieved below national expected standards in English in KS2 have gone on to achieve 5 good passes in GCSEs, including English and Maths (EEF, 2014). As a result, we understand that -- above all else-- we need to ensure that our students are fluent readers.

The Accelerated Reader (AR) programme remains a key tool to help students develop stronger reading skills and it allows us to monitor progress and put in place additional interventions where needed. AR is a web-based reading monitoring and management programme which provides opportunities for regular online (adaptive) testing of all aspects of reading; it encourages reading for pleasure through the use of a wide-range of 'banded' books, with quizzes

available to test comprehension. A September 2017 EEF research project indicated that this programme is 'effective for weaker readers as a catch-up intervention' with +.24 effect size (3 additional months of progress). We currently utilise AR with all Year 7 and 8 students so that we can examine the progress of our catch up, borderline, Pupil Premium and able students.

We realise, however, that this programme alone is not sufficient to ensure rapid progress for our weakest readers. We have therefore created a new role of 'Reading Intervention Specialist' put in place a system of intensive individual and small group interventions using reading comprehension, vocabulary development and phonics-based strategies. There will also be intervention led by a 'Numeracy Intervention Specialist' from term 3 onwards. EEF research (2014) indicates that individual and small group literacy and numeracy interventions are highly effective; our own experience in 2016-2017 showed 20 months average progress in literacy made within 7 months for the 15 students who received individual intervention.

Initially we are targeting 30 students, many of whom were identified by primary school teachers and personally evaluated by our Reading Intervention Specialist before they began at King Alfred's. As a result of these evaluations, KS2 SATS results, AR testing, NGRT baseline testing and QLA analysis, students are receiving individual or small (2-4 students) group interventions based on their primary reading barrier: decoding, fluency, vocabulary, reading comprehension or reading attitudes as well as key aspects of numeracy. These students will receive varying amounts of intervention depending on their level of need and their progress.

Some Catch up students are also being given access to Lexia Core5, which is an online differentiated literacy instruction programme with a particular focus on phonological awareness; they have the possibility to use Lexia in some English lessons, and more importantly they can use the programme at home. Parents are informed about Lexia and/or given other specific advice about ways they can support their child's literacy.

Because weak vocabulary and the 'language gap' have been proven to have a clear relationship to poor reading comprehension (Marzano 2015), we are trialling a vocabulary programme called Bedrock Learning for our Year 7 Catch up students. This is a web-based programme focusing on 'tier 2' academic vocabulary useful in all subjects, which research shows crucial for academic success (Beck et al). We will evaluate this programme using Bedrock, AR and POP data.

In addition, we are increasing the level of CPD for class teachers across the curriculum. The Reading Intervention Specialist and Numeracy Intervention Specialist will visit all faculties to explain the nature of reading/numeracy barriers, and will give teachers subject-specific ideas for helping students to improve numeracy, reading comprehension and decoding. Teachers in all subjects will be given the AR reading age data for their students to incorporate into their 'core offer' sheets and lesson planning. The Reading and Numeracy Intervention Specialist will also work closely with SEN educators and Pupil Premium staff as there is significant crossover between these groups and the catch up cohort.

We will continue to utilise a reading attitude survey (created in conjunction with the Reading Agency). Intervention students initially are given the survey to establish a baseline which we can then use to evaluate progress and implement additional interventions. This gives us qualitative data to supplement the quantitative data measured by other mechanisms.

The impact of interventions will be measured by comparing baseline AR and RM scores, FFT Proof of Progress outcomes, NGRT tests and reading attitude surveys with end-of-year results for all of these. Furthermore, the AR programme -- with a minimum of 5 reading tests in the school year -- allows us to continually monitor student progress so that we can adjust our interventions as needed. Likewise, Key Stage 3 internal data throughout the year will help us understand the extent to which interventions are 'breaking through' leading to increased attainment in all subjects.

October 2017

Glossary

AM – Accelerated Maths programme – Renaissance Learning

AR – Accelerated Reader programme – Renaissance Learning

EEF – Educational Endowment Fund

FFT – Fischer Family Trust

Lexia – Technology-based with differentiated literacy instruction – Rosetta Stone

NGRT – New Group Reading Test – GL Assessment

PoP – Proof of progress baseline progress testing administered by FFT

QLA – Question Level Analysis (of KS2 SATS tests) provided by OFSTED through their Analyse School performance secure portal.