

Use of Year 7 catch up funding in 2016/17

King Alfred's Academy was allocated £25,000 for the academic year September 2016 to August 2017. This money is targeted at 40 Y7 Students who joined King Alfred's Academy having achieved below scaled score 100 in English and 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.

Students will be organised into two intervention groups. Students will attend intervention sessions instead of attending MFL lessons (5 lessons in total). A L1/2 nurture group will focus on the long term and sustained improvement of literacy and numeracy across our most vulnerable learners. This group will also heavily focus on bespoke primary to secondary transition and developing core life skills. Delivery, schemes of work and management of progress will be overseen by Jaime Scott (AHT SEND). An 'intensive intervention group' consisting of those students who have narrowly missed the 'secondary ready benchmark' in both English and Maths will also form part of the 'catch up' strategy. Initially this group will contain 12 students who will also attend catch up sessions rather than MFL lessons. These intervention sessions will be focused specifically on English (3 lessons) and Maths (2 lessons) with the explicit intent of accelerating their progress. These sessions will be delivered by experienced subject specialists. This intervention group will be overseen by Chloe Butterfield (AHT T&L)

The accelerated reader project will also identify and support students outside of these intervention groups who require intervention to improve their literacy.

Interventions are designed to accelerate student progress, these include in class support, after school intervention and small class intervention and teaching groups. Expenditure relates to various school staff as well as specific interventions and projects outlined below

Expenditure	Estimated Cost (£)
Accelerated reader	£4000
Levelled reading books to enable access and progression in reading – assessment comprehension/baseline testing	
RM EasiMaths	£100
Levelled maths support package to enable access and progression in numeracy – assessment and comprehension	
Lexia reading intervention	£2000
Web-based Independent Learning System (ILS) with several programs. Predominantly phonics-based, beginning at initial letter level, and includes a simple comprehension element. This allows pupils work through a program independently and at their own pace.	
Proportion of additional Maths and English teachers	£5000
Additional Maths and English lessons in the timetable to support 12 students with increased curriculum delivery time to support core lessons	
Proportion of Literacy (TLR)	£3000
Non- contact time (of AVF) as Literacy TLR holder to deliver literacy intervention and AR programme	
Proportion of Learning mentor salary (Intervention support)	£8000
Additional Learning mentor and specialist support for L1/2 long term intervention group. Students are offered a modified curriculum delivered in a nurture environment to accelerate progress, develop literacy and improve life skills	

Proportion of AHT Non-contact allocation to lead T&L of intervention groups	£2000
Non -contact allocation to JES and CAB to plan delivery, monitor standards and report of progress outcomes	
Additional L2 and L3 Accelerated reader books to support intervention groups	£500
L1,2 and 3 books to support our most vulnerable readers. Integrated into the intervention package by AVF and JES	
15 X redistributed I-pad devices, charging case and librarian computer unit	£2500
Reallocation of Academy I-pad mobile devises and charging unit to support the accessibility of immediate student response in the Accelerated reader programme	
Total £27,000	

As with many schools nationally, we are in the process of moving to a new system for assessment and monitoring. Initially this is in Year 7 and Year 8 but will in time be rolled out across all year groups. This presents us with challenges in demonstrating progress. We have taken the view that the following will be used to demonstrate that students have made progress during the course of Year 7:

- I. Accelerated reader baseline testing and follow up testing during the academic year
- II. FFT Proof of progress (PoP) baseline and end of year external benchmark testing
- III. Year 6 End and Year Expectations (EYES) provided by Vale Academy Trust (VAT) schools

Both intervention groups will be assessed initially using these agreed parameters. They will be periodically assessed using 'accelerated reader' – overseen by Alice Visser (TLR Whole Academy Literacy), assessed at the start and end of the academic year using FFT PoP pupil level assessment and assessed against KS2 EYES on an on-going basis in order to ensure any gaps in prior knowledge are addressed and solid foundations for progress are set.

Termly progress meetings will take place to assess student progress. This document will be updated following each meeting in order to set out the progress being made by the students in each intervention group.

Next steps:

- This statement and budget plan contained within to be shared with colleagues involved in the leadership and management of these groups
- Ongoing analysis of students' suitability to be part of relevant intervention group
- Accurate baseline testing using PoP and AR to be conducted early in term 1
- Routine of termly meetings involving key staff to take place in order progress is robustly monitored (RAP)
- Careful development of individual targets to secure individual progress
- Transfer of Y6 EYES to secondary teachers and Y7 EYES to Primary colleagues to ensure sustained transition
- Improve pedagogical dialogue between intervention teachers and classroom teachers to ensure a 'whole child' intervention.

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