

King Alfred's Academy

Use of Year 7 catch up funding in 2018/2019

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

| Expenditure | Estimated Cost (£) |
|--|----------------------|
| Accelerated Reader (Renaissance Learning) | £4750 |
| Accelerated Maths (Renaissance Learning) | £5028 |
| Lexia | £2000 |
| Bedrock Vocabulary | £300 |
| Reading Intervention Specialist | £10000 |
| Accelerated Reading Team Leader | £1000 |
| Accelerated Maths Team Leader | £1000 |
| Individual/small group interventions | £300 |
| Reading Intervention materials | £1500 |
| Resources bought to develop phonemic awareness | £1000 |
| Reading Books for Catch Up students | £1000 |
| | Total £28,878 |

King Alfred's Academy has been allocated £29,000 for the academic year September 2018 to August 2019. This money is targeted at 91 Year 7 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 Year 6.

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. Our Reading Intervention Specialist, a role we created last as a result of Catch Up funding, is responsible for providing programmes and interventions to help struggling readers improve and achieve fluency.

The **Accelerated Reader (AR)** programme remains a key tool to help students develop stronger reading skills; **all Year 7 and 8 students participate** as it allows us to monitor progress and put in place additional interventions where needed. AR is a web-based reading programme which provides opportunities for regular online (adaptive) testing of all aspects of reading; King Alfred's students take the Star reading test five times per year. AR also encourages reading for pleasure through the use of a wide-range of banded books linked to Star test results. The reading component includes quizzes to test comprehension plus students are able to see their total word count and number of quizzes passed. 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).

Every Year 7 and 8 student has a once-per-fortnight reading lesson with a specialised AR teacher responsible for monitoring progress, supporting students in finding the right books and where necessary, contacting home. To ensure full effectiveness of the AR programme, we have added an 'AR Team Leader' role to our school literacy provision and she is responsible for training AR teachers. The SLT has introduced a school-wide silent reading policy for tutorials and in the beginnings of some lessons. The libraries have been upgraded and are a vital and vibrant part of the school community.

We utilise the AR Star test results to monitor progress of our Catch Up, SEN and PP students; the Reading Intervention Specialist, the AR Team Leader and the SENCO analyse results and put in place interventions tailored to our struggling readers. In the 2018-2019 school year, the following literacy interventions are taking place in Key Stage 3:

- 1) **Reading Partner 1:1 Intervention.** This is a pilot programme with 12+ trained community and Sixth Form volunteers giving 30+ students a once-per-week 30 minute session. Students with exceptionally weak reading are targeted and it is run by the Reading Intervention Specialist, who offers support to the volunteers and students whilst the interventions are taking place. Initial data is promising: students who participated in the Reading Partner programme made on average 9 months progress during the first 2 months of the intervention. EEF research (2014) supports the initial KA findings, showing that individual and small group interventions are highly effective.
- 2) **Lexia Core5 for individuals and for small SEN groups.** Lexia Core5 is an online differentiated literacy instruction programme with a focus on phonics, comprehension, fluency and vocabulary. Based on the Reading Intervention Specialist's recommendation, some students are using Lexia at home (parents are given advice on how to support their children with this programme). Others have been selected by the SEN department to receive Lexia intervention sessions led by a Learning Mentor during the school day. KA's has access to 75 Lexia licences and progress/engagement is monitored by staff.
- 3) **Explicit teaching of vocabulary through Bedrock Vocabulary.** Because weak vocabulary and the 'language gap' have been proven to have a clear relationship to poor reading comprehension and academic failure (Marzano 2015), we have made the teaching of vocabulary a clear whole school focus (see below). We have also invested in Bedrock Vocabulary licences for word poor students who will benefit from using the programme at home. Bedrock Vocabulary is a web-based programme focusing on 'tier 2' vocabulary useful in all subjects, which research shows crucial for academic success (Beck et al). This programme proved successful last year for those who actively used it, with a 58% average attainment gain based on pre- and post-test results. The Reading Intervention Specialist is providing support for students and parents participating in this programme to maximise its effectiveness.
- 4) **Breakfast and Books for PP students.** This is a once-per-week intervention for Pupil Premium students who are marginally or just below expected standards. Students come before school and during tutor time to read aloud, select books, do AR quizzes and receive encouragement and support for their reading. The AR Team Leader, the Reading Intervention Specialist, the Library Assistant, several Teaching Assistants and the Student Manager with her service dogs all support this intervention so the adult to child ratio is excellent. Breakfast and Books has proven to be an effective intervention in previous years so we have expanded the programme to include both Year 7 and 8 students.

In addition to the Key Stage 3 Accelerated Reader programme and the four targeted interventions, the Reading Intervention Specialist, supported by the Assistant Head for Teaching & Learning and SLT, has increased literacy CPD for teachers and tutors. EEF research shows that 'quality of teaching is the single most important driver of pupil attainment' and that CPD is effective when it is 'supported by the school's leadership, sustained over at least two terms and includes expert input, peer collaboration and opportunities for teachers to consider and experiment with their learning and get feedback on their work.' (<https://educationendowmentfoundation.org.uk/school-themes/staff-deployment-development/>). As a result, we have put in place rigorous literacy CPD with a clear and sustained focus on the teaching of vocabulary (see above for an explanation of the impact of the language gap). This CPD includes the following:

- All teachers were given a summer reading booklet focussed on explicit teaching of vocabulary with follow up testing and training during insets.
- Tutors have been provided with a fully resourced 'Word of the Week' programme focussing on Greek and Latin roots and linked academic words.
- Each department has a Vocabulary Coordinator and this person is responsible for sharing good practice in subject vocabulary teaching.
- The Reading Intervention Specialist is visiting departments to provide advice on how to teach subject-specific and academic vocabulary.

- Vocabulary teaching is clearly mentioned on the Teaching and Learning Blueprint which all teachers must use to ensure consistent teaching across the Academy
- Reading age information for each child is available to teachers, with the weakest readers soon to receive a flag on Bromcom to indicate that they are struggling with reading and almost certainly have a severe word deficit.

In addition to the extensive work we are doing to improve literacy, we are also working to improve the Maths skills of all Year 7 students, particularly those who entered KA's below expected progress in Maths. This year all Year 7 students are taught in mixed ability sets, which numerous studies show has a positive impact on all learners in Maths, especially in the younger years (Boaler, 2013).

Because Accelerated Reading has proved to be such a useful tool, in January 2019 we invested in the linked programme **Accelerated Maths (AM)** and have selected an AM Team Leader. All Year 7 students will do a baseline assessment, and the results will allow teachers to assign personalised maths practice to each student; teachers can then easily track progress, identify gaps in learning and teach concepts that students are struggling with. We can also use AR and AM together to track overall progress for our Catch Up students.

The impact of interventions and programmes will be measured by comparing baseline AR and AM scores with end-of-year results. Lexia and Bedrock Vocabulary also measure progress and impact, plus we will have qualitative data on reading attitudes because students have done a reading attitude survey which will be repeated in the summer term. Learning walks, department and teacher feedback and internal data will help to measure the effectiveness of CPD for teachers.

January 2018

Glossary

AM – Accelerated Maths programme – Renaissance Learning

AR – Accelerated Reader programme – Renaissance Learning

Bromcom – The data and registration system used by KA's

CPD – Continuing Professional Development

EEF – Educational Endowment Fund

FFT – Fischer Family Trust

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

NGRT – New Group Reading Test – GL Assessment

SEN – Special Education Needs

SLT – Senior Leadership Team