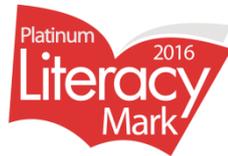


Year 7 Catch-Up Premium



Year 7 Literacy and Numeracy

Catch-Up Premium Expenditure:

Impact on student attainment

July 2012- July 2018

Updated October 2018

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Overview of Bradfields Academy

Number of students and Catch-Up Premium received	
Total number of students on roll 2016-17:	286
Total number of students eligible for Catch-Up Premium funding:	2012 - 13 : 35 students 2013 - 14 : 30 students 2014 - 15 : 34 students 2015 - 16 : 35 students 2016 - 17 : 37 students 2017 - 2018 : 35 students (confirmed in March 2018)
Amount of Catch-Up Premium funding received per student:	£500 per student
Total amount of Catch-Up Premium funding received	2017-18 £17 500
	Total Spent:
Purpose of Funding	
<p>This additional funding is to be used by schools/academies to provide literacy and numeracy 'Catch-Up' support for Year 7 students. It is intended to enable those students that did not achieve level 4 in reading and/or Mathematics at Key Stage 2 to be given the opportunity to Catch-Up as quickly as possible. In the case of our cohort it is to be used to boost rates of progress and target gaps in knowledge and skills, it would not be expected to close the gap between current attainment and age related expected attainment due to our students' levels of need.</p> <p>Since 2014 this additional funding has been allocated to further support and extend Bradfields whole academy literacy and numeracy drive to ensure all students are supported in making progress. In 2015-16 funding was targeted at personalised intervention, further enhancement of the literacy and numeracy drive and continued development of the Academy library.</p> <p>For 2016-17 the aim was to continue to support the literacy and numeracy drive but extend the focus to support and develop handwriting and letter formation.</p> <p>In 2017-18 the aims for the Catch-up Funding is to further support individual literacy interventions and plan for the further development of these into numeracy. Also to continue to provide equipment to support students with their progress on the literacy and numeracy drive on an individual basis.</p>	

Aims for Support

2012-13

- To raise attainment in reading age.
- To encourage students to develop a love of reading.
- To narrow the gap between boys and girls progress in Maths.

2013-14

- To raise attainment in reading and writing.
- To develop levels of comprehension.
- To develop fine motor skills to impact on quality of handwriting.
- To further narrow the gap between boys and girls progress in Maths and English.

2014-15

- To continue to increase reading skills and achievement.
- To focus on writing - particularly letter formation, sentence structures and punctuation.
- To improve comprehension skills and the ability to infer.
- To develop an even greater range of different resources and interventions to further support students.

2015-16

- To continue to increase reading skills and achievement and further develop a passion for reading.
- To focus on hand writing as well as continue to develop letter formation, sentence structures and punctuation.
- To continue to improve comprehension skills and the ability to infer.
- To develop an even greater range of different resources and interventions to further support students with a focus on gross and fine motor skills.

2016-17

- To further build upon success with reading in previous years
- To look to refine tracking systems for targeted interventions
- To develop whole academy handwriting programme
- To combine with Pupil Premium targeting to develop strategies to enhance reading comprehension skills and the ability to infer.
- To focus on literacy strategies to support the more complex Programme 1 group of students.
- To work towards achieving the Kent Literacy Award for initiatives.
- To further raise whole academy literacy and numeracy awareness and cross-curricular approach.
- To further develop and extend the use of Numicon.

2017-18

- To further develop the students' positive attitudes to reading by maintaining and extending the number of reading mentors available within the academy.
- To extend the previous year's aim of refining tracking systems by fully incorporating the Interventions module in SIMS. This will allow for tracking of impact and cost.

- To implement the handwriting programme throughout Year 7 and further years within the academy by ensuring that all relevant teachers/zones have the necessary resources.
- To continue to combine with Pupil Premium (for LAC students in their PEPs) to develop 'Reading For Life' by ensuring that inference and comprehension skills are linked to all reading.
- To continue to work within the Kent Literacy Awards framework and investigate a numeracy equivalent.
- To continue to raise literacy and numeracy profiles across the curriculum by ensuring that lesson plan monitoring, work scrutiny, lesson observations and department reviews identify and celebrate it.
- To review and improve the literacy and numeracy resources, such as IXL, Numicon, and the Accelerated packages.

2017 - 2018

- To continue to support the developments in reading by maintaining and where appropriate extending the number of reading mentors within the academy.
- To incorporate more practical numeracy to the department to assist the students with their passion for the subjects.
- To fully utilise the new numeracy intervention co-ordinator by creating targeted groups in mathematics and numeracy for her to support.
- To ensure that both literacy and numeracy are supported through the Department Review Process, within maths and English as well as other subjects.
- To transfer all Catch-up tracking to the Mark Sheets in SIMS
- To continue to combine with Pupil Premium (for LAC students in their PEPs) to develop 'Reading For Life' by ensuring that inference and comprehension skills are linked to all reading.
- To continue to work within the Kent Literacy Awards framework and commence work in a numeracy equivalent scheme.
- To continue to review and improve resources within both departments
- To continue to seek out good quality external support for literacy and numeracy to compliment the work within the academy.

Summary of spending & actions taken in 2017/18

*For Previous spends see Appendix 1.1

2017/18:

Funding this academic year is being focused on furthering the progress made to date with reading and developing strategies to increase the focus on handwriting development. A greater drive on personalised provision programmes has also been a key focus area. This has involved further development of our library resources, Busters book club scheme, targeted provisions programme with a greater focus on handwriting as well as fine motor skills, letter recognition, writing sentences, organising ideas in writing and early literacy.

The range and number of sessions have been further expanded to support a greater number of students.

In addition, we are working towards the Kent Literacy Awards for Initiatives which will evidence the impact of this initiative on student progress, parental support and recognise best practice.

2017-18: <u>Summary of Spending and actions taken:</u>	<u>Cost</u>	<u>Objectives:</u>	<u>Outcomes:</u>
<p>1 to 1 /small group Literacy & Numeracy Targeted Intervention sessions</p> <p><u>Literacy</u> Literacy Interventions Co-ordinator (6Hrs/wk) £85/week</p> <p>2 xTA Literacy Support (3hrs/wk each) £30/week</p> <p><u>Numeracy</u> Following the pilot in literacy with dedicated staff to run intervention sessions staff have been appointed to carry out An identical role within the mathematics dept.</p> <p>Numeracy Interventions Co-ordinator (6Hrs/wk) £85/week</p>	<p>£3230.00</p> <p>£2280.00</p> <p>This role will commenced in Sept</p>	<p>To support targeted students in developing basic phonics knowledge, handwriting /fine motor skills, letter recognition, writing sentences, number recognition and formation, organising ideas in writing, early literacy, and numeracy.</p>	

	2018 and so will be funded from the 2018/19 budget.		
Busters Book Club	£165.74	To create and further enhance the levels of interest in reading and the number of hours each student reads within a week. To engage competitively and celebrate reading achievements.	This has continued to be embedded across the academy for all forms and all year groups successfully. All students have engaged and the number of reading hours has further risen over the academic year. Weekly rewards continue to be presented to the Reader of the Week within each zone as well as an overall form award. This academic year two forms have won the cross school competitions for their high level of reading. During the summer term the academy continued to receive praise from the scheme for the amount of minutes read and we have won Kent Literacy Platinum Award for two years in a row now.
External workshops	£1400.00	Develop confidence with storytelling and writing. Raise awareness of focus on literacy and the books available. Develop descriptive language. Further explore topics currently being studied within English lessons.	Sessions have continued in being excellent in helping develop confidence with storytelling, performance and speaking and listening. Themes have linked to range of units studied in English including World Tales, Sci-Fi and Myths and Legends. Sessions have been paramount in raising awareness of focus on literacy throughout the academy. Students from PBZ up to Year 10 have been involved in the sessions including Yellow, Red and Blue Zone students and this has enabled expansion in descriptive language detail in conjunction with more challenging Literacy foci used this year. Students have positively engaged in the learning within each session with enthusiasm and energy and BATL has been exceptional in every session with

			expansion of greater confidence observed regularly.
IXL Learning programme - Maths	£1050	To provide students with the opportunity to access targeted Maths programme at home and in lessons.	All students have continued to access IXL to support their learning. Many students have engaged for more than expected number of hours outside of the time set for home learning. Progress seen with reports confirming student usage at home. Students are set home learning on IXL but are exceeding teacher expectation of usage. As an example during week commencing 21st Feb 1 student had completed 31,000 Maths problems since September and another had spent 20 hours practising Maths.
Pencil cases with literacy and numeracy resources and book bags.	Currently being reviewed as to the equipment to purchase as development ideas have been put forward. Yr 8 Students have also been provided with additional equipment. This particularly supports students	To provide all Year 7 and 8 students with basic equipment to improve access to curriculum at the Academy and for home learning. This will particularly support those with motor skill needs. Book bags to support students' in being organised and taking care of their reading books.	These will be distributed to students in June/July during transition work. Positive feedback received and fewer books lost in previous years.

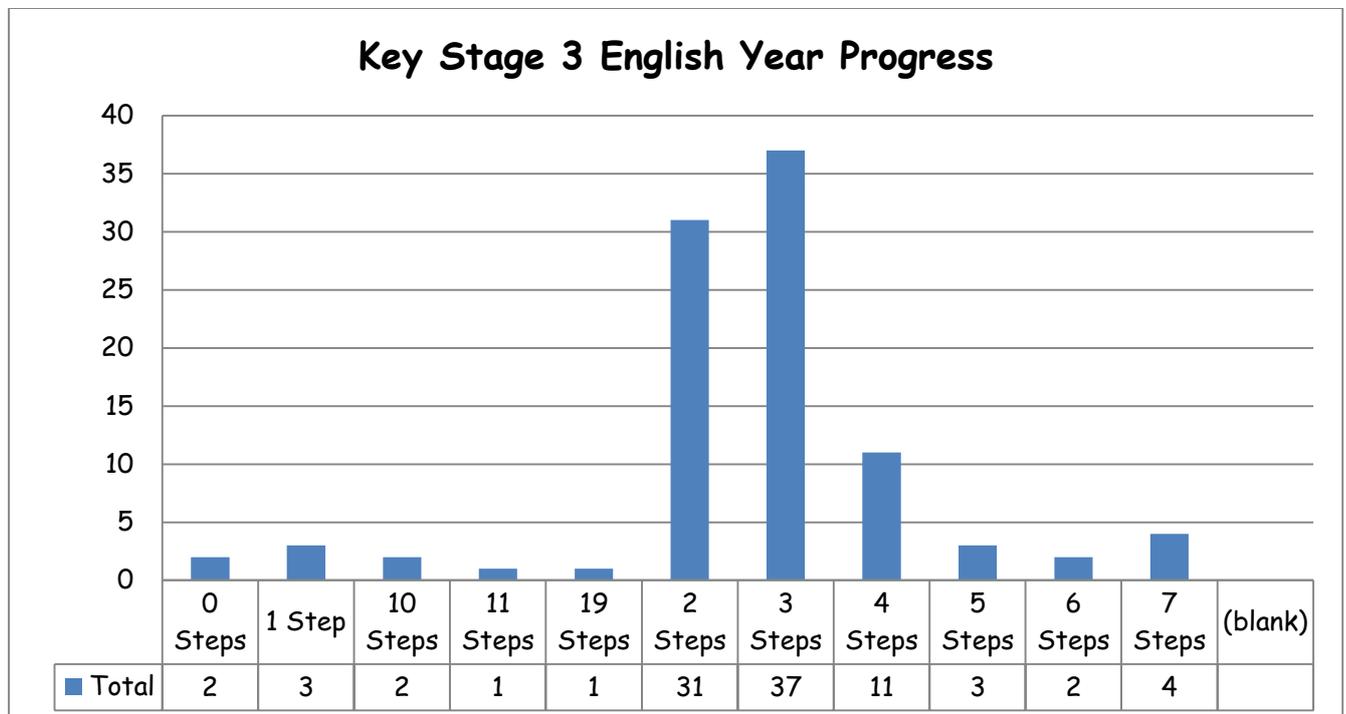
	with motor skills needs.		
Pop Up Project - Literacy Week	£3305.40	<p>This will involve the study of a core text and then an opportunity to work with the authors to develop comprehension skills and imaginative writing. In 2014-15 we initially tested the Pop Up scheme bringing two authors into the academy to work with two classes.</p> <p>In 2015/16 academic year the academy worked with 14 authors and to provide every class with the opportunity to explore specific texts with the author.</p> <p>In 2016/17 the event grew further and by the end more than 20 authors had visited the academy and worked with the students.</p> <p>This year, 2017-2018 the event continued developing with a total of over 30 author workshops with every exploring specific texts throughout the academy.</p>	<p>The majority of students were able to access the workshops run by the authors.</p> <p>Many students have actively pursued author's works following these workshops. The workshops have also helped to develop a keen interest in creative writing within the students. Teachers enabled to reuse key ideas from sessions with story planning and writing confidence boosted by these workshops that have helped develop KS3 writing skills and acted as a template for KS4 Creative Writing coursework. By the end of this year, the sessions have included 25 different class sets with approximately 170 different students accessing the event so far. Students have actively looked for books by the visiting authors</p>
Continued Professional development for Intervention staff.	£250	Paid to cover training on SIMS Intervention	This is yet to be received
Accelerated Reader/Accelerated Maths	Originally purchased from a previous year's PP	A programme targeted for 30 students to further increase reading and Maths ability.	

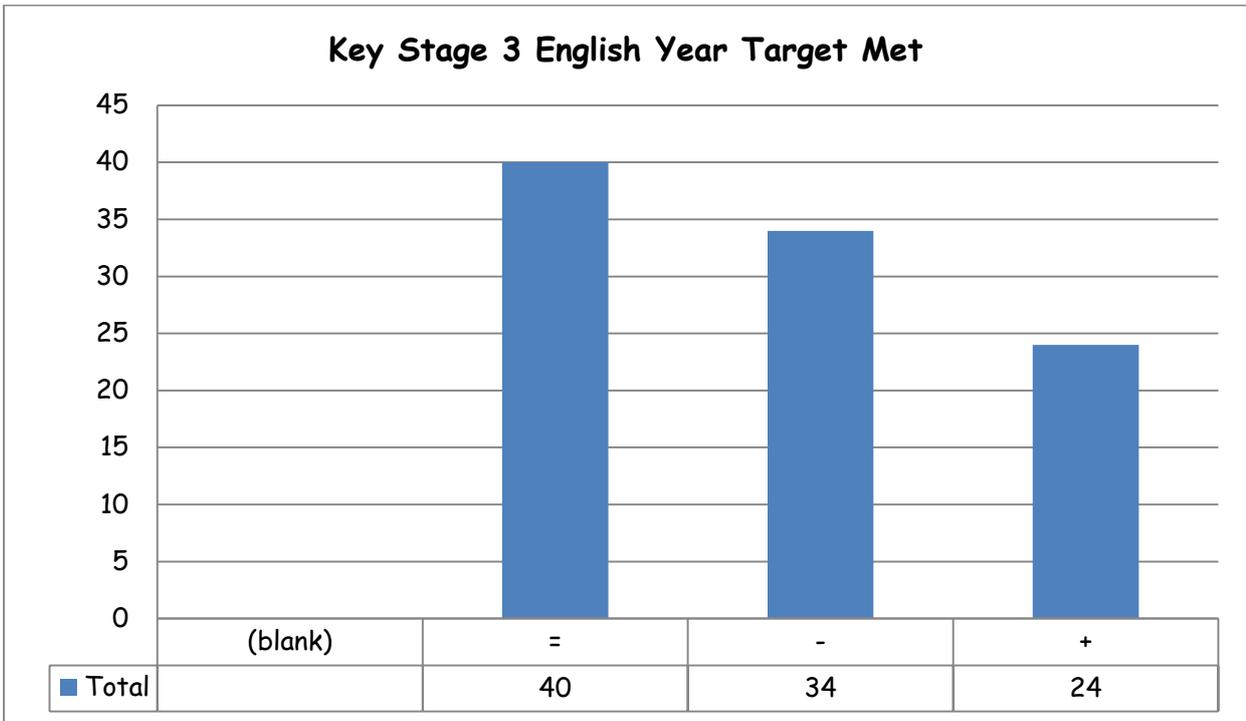
	funding. Renewal yet to be required.		
Further the development of marking for Literacy & Numeracy.	£70	To ensure the developed marking strategy is sustainable by replacing equipment such as stickers and correct highlighters.	
Additional Numicon purchased for use by all students	£100	To increase their awareness of number and associated operations allowing for development in depth and breadth of learning.	Yet to be received.

Impact of Catch-Up Premium spending

Specific impact of Literacy Interventions 2017-18

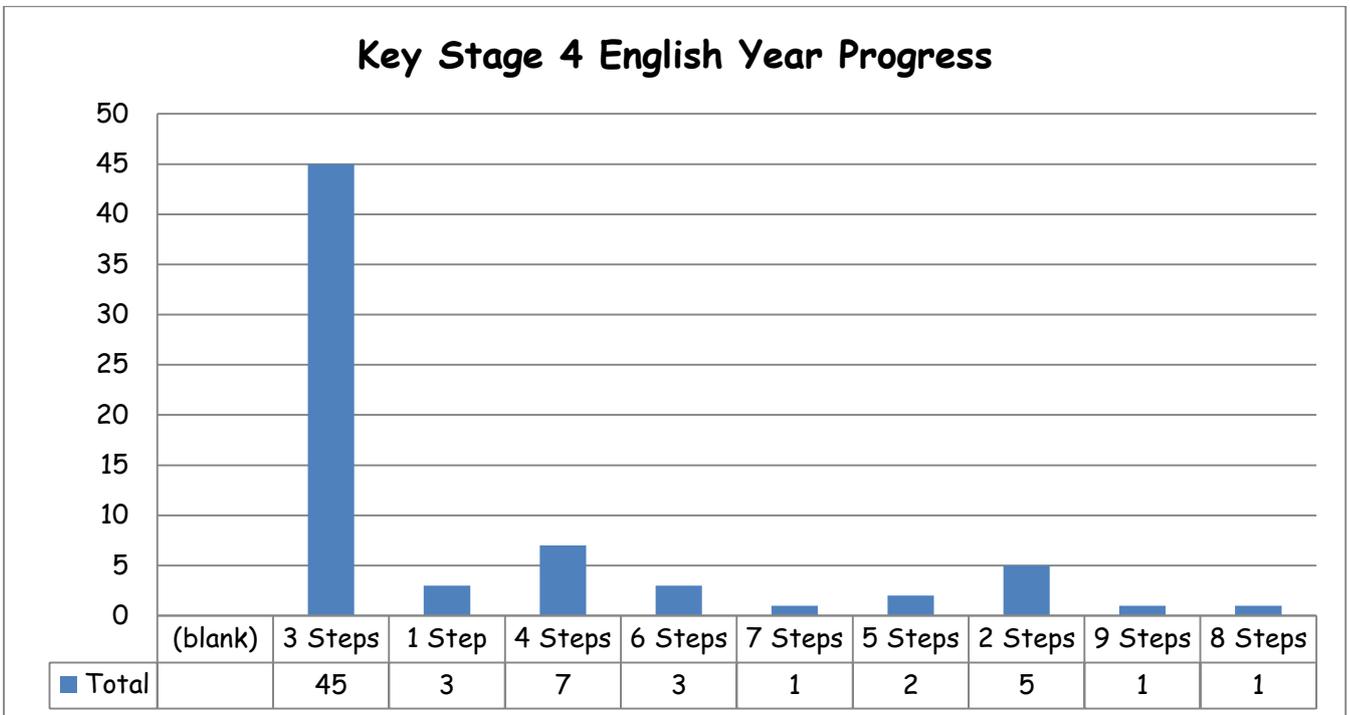
Overall English Progress Results

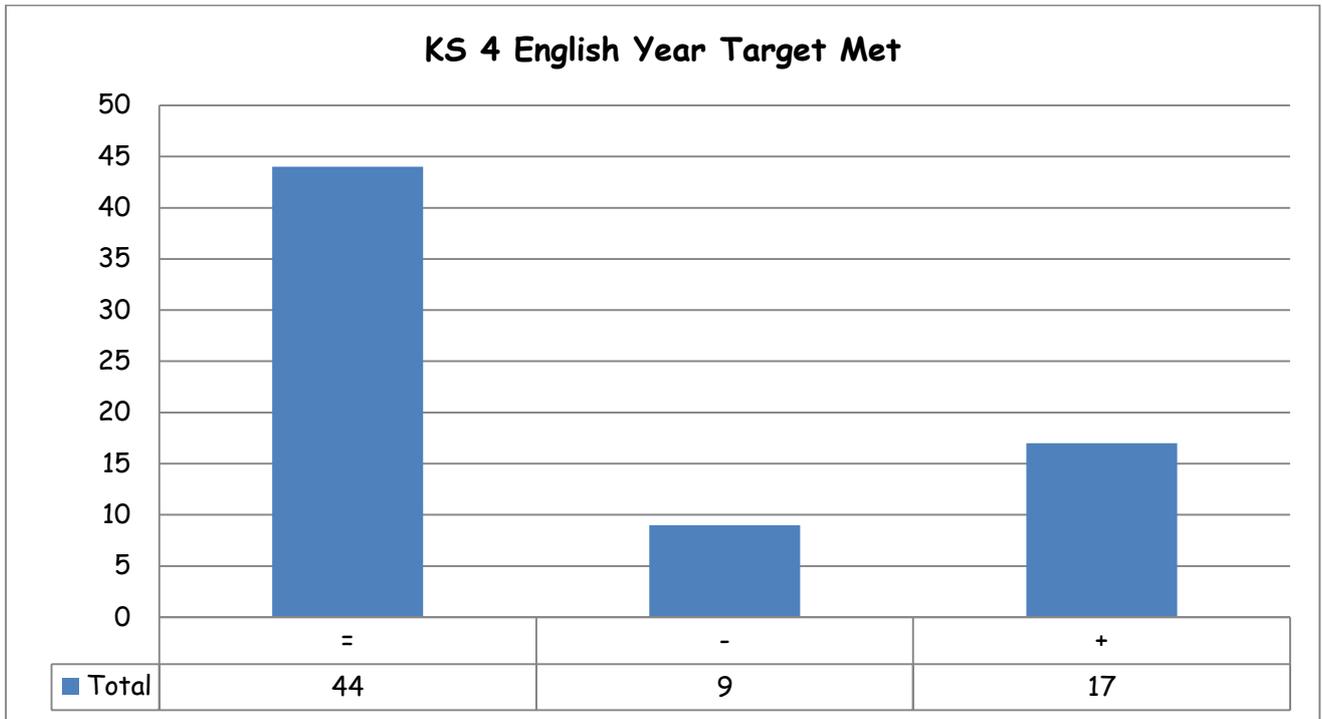




From the Key Stage 3 data for 2017/18 it can be seen that the vast majority of students at Key Stage 3 met or exceeded their progress targets. 64 out of 98 (65.3%) of the cohort exceeded their targets.

Those students that have not achieved their progress target have made progress and have been identified for English intervention which they have been receiving, but will require a prolonged intervention to see success.





The Key Stage 4 data shows that far fewer students are requiring intervention and support as only 9 (12.8%) were below their target grade. This is evidence of previous years catch-up funding spends across Key Stage 3 preparing the students well for their Key Stage 4 courses.

Specific Progress of Students receiving Catch-Up Interventions

Specific impact of Literacy Interventions 2017-18					
Student/ Year:	Issue/need:	Progress made /Impact:	Steps of progress	Target Achieved	Next steps:
QD Y10	Ongoing needs with phonic blends and high frequency words	Have focused on learning high frequency words and writing them in a sentence to aid memory recall. Able to write a sentence using three keywords. Started knowing 43/100 high frequency words and now reads 47/100.	2 steps	+	Continue work on high frequency words and using them in a sentence.
SR Y12	Ongoing needs with basic reading skills	Very little confidence. Needed lots of encouragement. Assessment of high frequency words students began with a knowledge of 28/100 can now read 34/100.	3 steps	=	Continue work with unfamiliar words looking at new activities/games to aid in students self esteem.
RA Y11	Ongoing needs with basic reading skills	First assessment the student could read 65/100 high frequency words. Can now read 78/100.	1 step	=	Continue looking at a variety of different texts to encourage interest in reading.
NC Y13	Poor memory skills, (which were deteriorating due to illness).	Focused on student's interest, i.e films. Looked at film genres and wrote about their differences.	2 steps	-	Continue work on writing about films to develop writing skills.

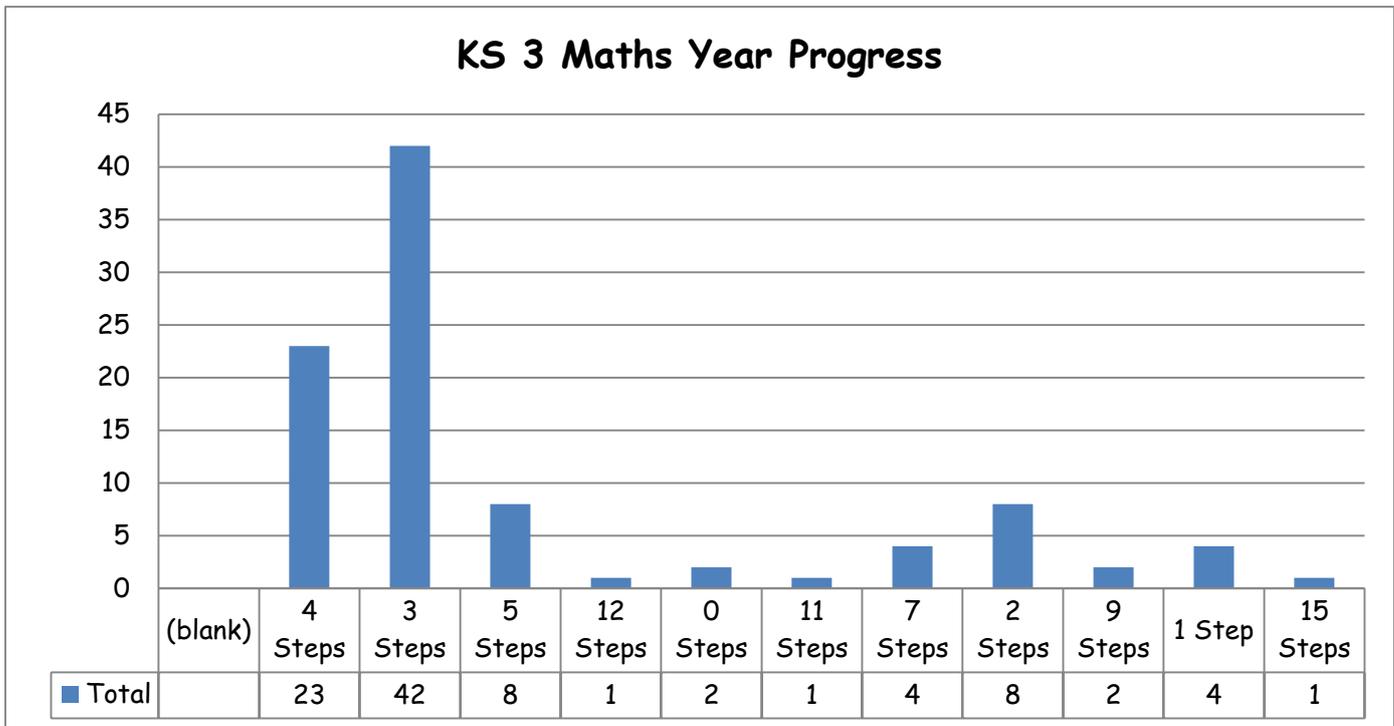
		To help with memory skills played activities such as search and find, matching games & dominoes. Also started creating a scrapbook on the student's interests.			Continue on activities to aid memory.
LB Y7	Ongoing needs with phonic blends and CVC / CVCC word formation.	Focused on two letters/one sound words. Student was able to distinguish between /ai/ & /ay/ and was able to spell day and rain correctly.	3 steps	=	Work on Phase 5 letter and sounds.
OC Y7	Ongoing needs with phonic blends and CVC / CVCC word formation.	Focused on cvcc words. Has gained in confidence with his reading and needs little encouragement when reading cvcc/ccvc words.	4 steps	+	Look at high frequency words and putting them into a sentence.
JH Y8	Ongoing needs with phonic blends and CVC word formation.	Student struggled to be in the sessions for more than 5 mins to begin with. Can now stay for 20 mins. Looked at reading high frequency words by playing pool. The student had to read a word depending on what colour he potted.	10 steps	+	Continue using the student's interest to encourage reading.
HM Y9	Ongoing needs with phonic blends and CVC / CVCC word formation.	First assessment the student could read 9/34 high frequency words. Can now read 19/34.	2 steps	-	Continue work on high frequency words and using them in a sentence.
HC Y10	Ongoing needs with phonic blends and high frequency words	Have focused on learning high frequency words and writing them in a sentence to aid memory recall. First assessment the student could read 11/34 high frequency words and is now confident with 23/34.	2 steps	+	Continue work on high frequency words and using them in a sentence.
GDW Y9	Ongoing needs with phonic blends and CVC word formation	Focused on cvc words. Student gained confidence with their reading and is sounding out words and blending well.	2 steps	-	Continue work on reading and writing cvc words.
LG Y8	Ongoing needs with phonic blends and CVC word formation	Enjoyed creating stories. Used this to support student with their phonic skills and to develop further.	2 steps	-	Continue encouraging work on developing stories
MP Y8	Ongoing needs with phonic skills and letter formation.	Working on letter formation. Student gaining confidence in recognising letter sounds and copying them down.	4 steps	+	Continue work on letter formation. Looking at different techniques to aid memory recall.

DB Y11	Ongoing needs with phonic blends and CVC word formation. EAL student	Struggled with blending but has now gained in confidence when faced with a new word and needs little encouragement to start blending the word to read.	1 step	=	Continue work on reading and writing cvc words.
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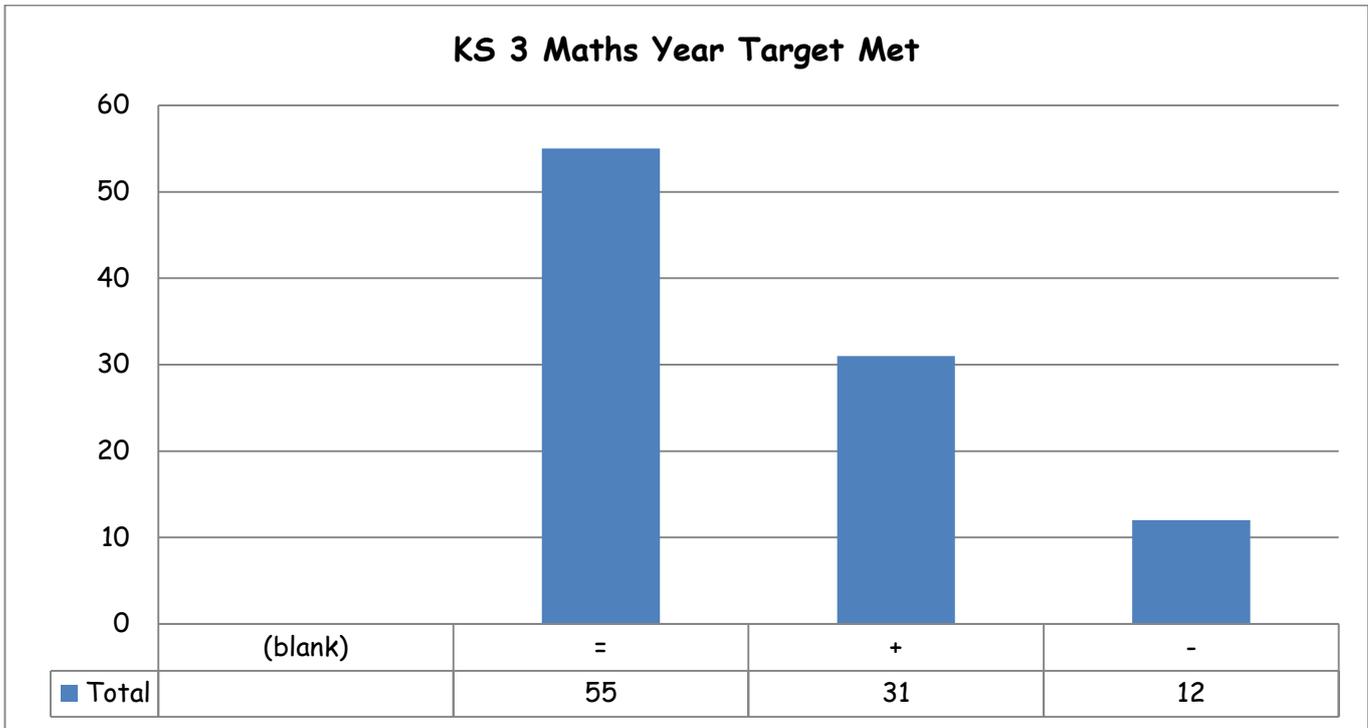
The table shows that of the students in KS 3 that received intervention 57% achieved or exceeded their target (4 out of 7 students). In KS 4 100% achieved or exceeded their target (4 out of 4) and in KS 5 those students that had previously benefitted from funding showed that 50% (1 out of 2) achieved their target. The student in KS5 that did not achieve her target had a disrupted time in her post 16 education due to prolonged mental health and well-being issues.

Specific Impact of Numeracy Interventions 2017-18

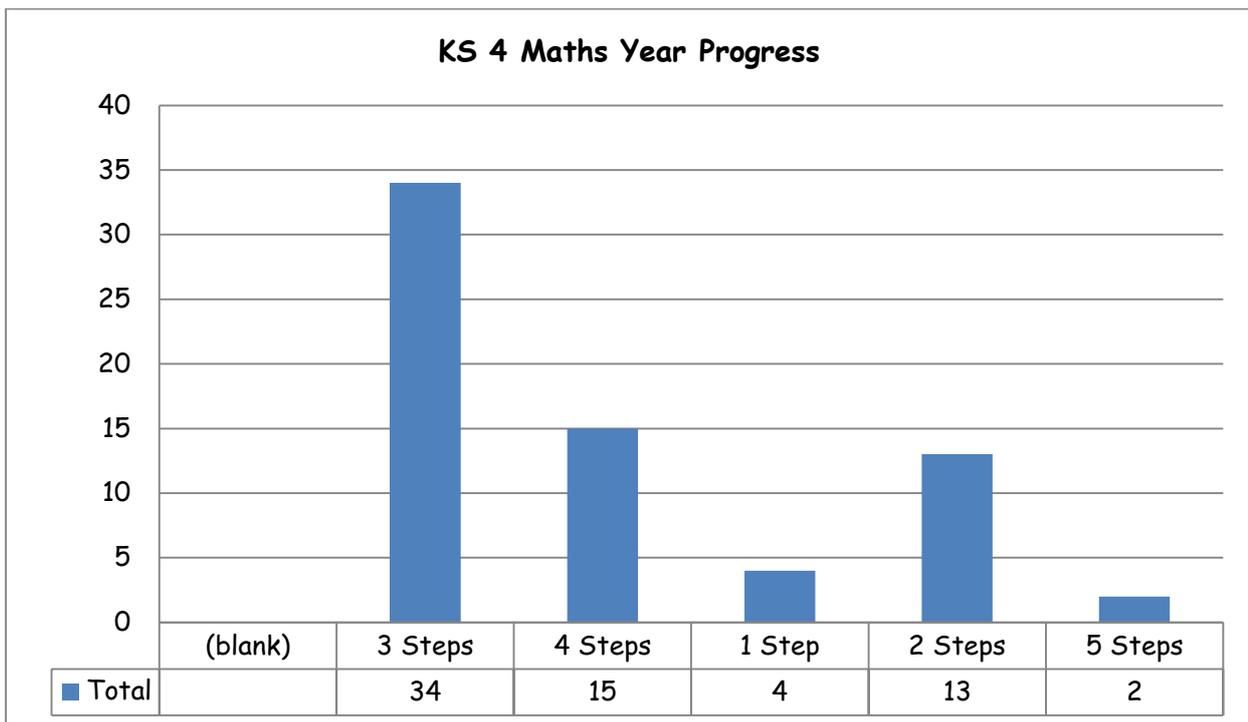
Overall Maths Progress Results



The Progress steps for mathematics at Key Stage 3 show a wide spread of the number of steps made. The two students who are recorded as making no steps of progress were persistent non-attenders.



Again, as with English, the vast majority of students in Key Stage 3 have achieved or exceeded their target. 81 out of 93 students have achieved this at Key Stage 3.



The Key Stage 4 data shows that although progress is still being made it slows in comparison to English. It is felt that this is in part due to the number of courses that are available in English for our students which means they can be accredited at more frequent intervals, whereas mathematics is limited to the Entry Level or the GCSE.

Specific Progress of Students receiving Catch-Up Interventions

Unfortunately due to staffing and timetable structure in 2017-2018 Specific interventions for mathematics were not implemented. This has been addressed with the appointment of an intervention co-ordinator for numeracy to reflect the structure that was put in for English this year.

Appendix 1.1 Summary of Spending in 2012-17

2016-17: <u>Summary of Spending and actions taken:</u>	<u>Cost</u>	<u>Objectives:</u>	<u>Outcomes:</u>
<p>1 to 1 /small group Literacy & Numeracy Targeted Intervention sessions</p> <p><u>Literacy</u> Literacy Interventions Co-ordinator (6Hrs/wk) £85/week BZ Teacher (2hrs/wk) £75/week RR Teacher (1hr/wk) £40/week RR Teacher (1hr/week for three terms) £30/week</p> <p><u>Numeracy</u> Teaching Assistant (2hrs/wk) £30/week 3x Teacher (3hrs/wk) £110/wk</p>	<p>£3060.00</p> <p>£2700.00</p> <p>£1140.00</p> <p>£1080.00</p> <p>£1080.00</p> <p>£3960.00</p>	<p>To support targeted students in developing basic phonics knowledge, handwriting /fine motor skills, letter recognition, writing sentences, number recognition and formation, organising ideas in writing, early literacy, and numeracy.</p>	<p>Students have made good progress against their targeted areas. With clear impacts on confidence, skills and attainment. The academy has seen a rapid increase in Reading Ages, Spelling Ages and Comprehension Ages. Parent at reviews now talk positively about reading. Students also have the confidence to say that they find reading hard.</p>
<p>Equipment and Resources to support delivery of provisions.</p>	<p>£110.20</p>	<p>To further the existing bank of resources; with a particular focus on handwriting.</p>	<p>A range of resources were purchased which supported the engagement of more complex students and non-verbal students' in accessing interventions. A termly handwriting competition has been developed across the academy and supportive resources and prizes have been purchased. This has included specialised paper, pencil and pen grips, and passports for students to move from pencil writing to pen writing.</p> <p>Basic Mathematical equipment along with pencil cases was also purchased for all new Year 7 students.</p>

<p>Books and equipment for Library including purchase of additional Reading Scheme books and Free Readers.</p>	<p>£782.42</p>	<p>To maintain ability to provide reading books at home and to respond to student voice for a greater range and variety of free readers. To further develop the library for use during lessons and breaks to enable students to have a greater choice of books.</p>	<p>This has allowed further development of the library with both books and equipment to ensure that students are still enthusiastic about using it, and can do so in their time and within lessons.</p>
<p>Busters Book Club</p>	<p>£165.74</p>	<p>To create and further enhance the levels of interest in reading and the number of hours each student reads within a week. To engage competitively and celebrate reading achievements.</p>	<p>This has continued to be embedded across the academy for all forms and all year groups successfully. All students have engaged and the number of reading hours has further risen over the academic year. Weekly rewards continue to be presented to the Reader of the Week within each zone as well as an overall form award. This academic year two forms have won the cross school competitions for their high level of reading. During the summer term the academy continued to receive praise from the scheme for the amount of minutes read.</p>
<p>External workshops</p>	<p>£1100.00</p>	<p>Develop confidence with storytelling and writing. Raise awareness of focus on literacy and the books available. Develop descriptive language. Further explore topics currently being studied within English lessons.</p>	<p>Sessions have been excellent in helping develop confidence with storytelling, performance and speaking and listening. Themes have linked to range of units studied in English including World Tales, Sci-Fi and Myths and Legends. Sessions have been paramount in raising awareness of focus on literacy throughout the academy. Students from PBZ up to Year 10 have been involved in the sessions including Yellow, Red and Blue Zone students and this has enabled expansion in descriptive language detail in conjunction with more challenging Literacy foci used this year. Students have positively engaged in the learning within each session with enthusiasm and energy and BATL has been exceptional in every session with expansion of greater confidence observed regularly.</p>

IXL Learning programme - Maths	£1350.00	To provide students with the opportunity to access targeted Maths programme at home and in lessons.	All students have continued to access IXL to support their learning. Many students have engaged for more than expected number of hours outside of the time set for home learning. Progress seen with reports confirming student usage at home. Students are set home learning on IXL but are exceeding teacher expectation of usage. As an example during week commencing 21st Feb 1 student had completed 31,000 Maths problems since September and another had spent 20 hours practising Maths.
Pencil cases with literacy and numeracy resources and book bags.	Cost already in the equipment section above	To provide all Year 7 students with basic equipment to improve access to curriculum at the Academy and for home learning. This will particularly support those with motor skill needs. Book bags to support students' in being organised and taking care of their reading books.	These were distributed to students in September. Positive feedback received and fewer books lost.
Pop Up Project - Literacy Week	£1575.00	<p>This will involve the study of a core text and then an opportunity to work with the authors to develop comprehension skills and imaginative writing. In 2014-15 we initially tested the Pop Up scheme bringing two authors into the academy to work with two classes.</p> <p>In 2015/16 academic year the academy worked with 14 authors and to provide every class with the opportunity to explore specific texts with the author.</p>	<p>The majority of students were able to access the workshops run by the authors.</p> <p>Many students have actively pursued author's works following these workshops. The workshops have also helped to develop a keen interest in creative writing within the students.</p>

		This year 2016/17 the event grew further and by the end more than 20 authors had visited the academy and worked with the students. Some came in addition and one, who could not make it on the actual day visited at another time to work with the students.	
Continued Professional development for Intervention staff.	£250	Paid to cover training on SIMS Intervention	This is yet to be received due to serious illness of the trainer. This will now be offered in 2017-2018.
Accelerated Reader/Accelerated Maths	Originally purchased from a previous year's PP funding. Renewal yet to be required	A programme targeted for 30 students to further increase reading and Maths ability.	Accelerated Maths is being used with 30 Y7 students and two teachers. Accelerated reader was used with BA@SA students in terms 5&6. Both schemes resulted in improved outcomes for students.
Further the development of marking for Literacy & Numeracy.	£70	To ensure the developed marking strategy is sustainable by replacing equipment such as stickers and correct highlighters.	These are now accessible in each classroom and have are being used as needed by students resulting in increased engagement in lesson and reduced BATL.

2015-16: <u>Summary of Spending and actions taken:</u>	<u>Cost</u>	<u>Objectives:</u>	<u>Outcomes:</u>
1 to 1 /small group Literacy & Numeracy Targeted Intervention sessions <u>Literacy</u> CP -Teaching Assistant (6Hrs/wk) £80/week	£2880	To support targeted students in developing basic phonics knowledge, handwriting /fine motor skills, letter recognition, writing sentences, number recognition and formation, organising ideas in writing,	To date students have made good progress against their targeted areas. With clear impacts on confidence, skills and attainment. (See more detailed analysis in 'Impact of Spend' section).

<p>ET - Teacher (2hrs/wk) £70/week</p> <p>LJT - Teacher (1hr/wk) £35/week</p> <p>CET (1hr/week for three terms) £25/week</p> <p>Numeracy</p> <p>Teaching Assistant (2hrs/wk) £27/week</p> <p>3x Teacher (3hrs/wk) £106/wk</p> <p>Equipment and Resources to support delivery of provisions.</p>	<p>£2520</p> <p>£1260</p> <p>£150</p> <p>£972</p> <p>£3816</p> <p>£44.97</p>	<p>early literacy, and numeracy.</p> <p>To further the existing bank of resources; with a particular focus on handwriting.</p>	<p>A range of resources were purchased which supported the engagement of more complex students and non-verbal students' in accessing interventions. A termly handwriting competition has been developed across the academy and supportive resources and prizes have been purchased.</p>
<p>Books and equipment for Library including purchase of additional Reading Scheme books and Free Readers.</p>	<p>£5525</p>	<p>To maintain ability to provide reading books at home and to respond to student voice for a greater range and variety of free readers. To further develop the library for use during lessons and breaks to enable students to have a greater choice of books.</p>	<p>Continued to send reading books home, positive feedback from parents/carers/students and clear impact on students reading ages / comprehension. Students' interest in books has further developed and been maintained. All English classes are now accessing the library on a weekly basis. Students are reading a wider range of materials.</p>
<p>Busters Book Club</p>	<p>£390</p>	<p>To create and further enhance the levels of interest in reading and the number of hours each student reads within a week. To engage competitively and celebrate reading achievements.</p>	<p>This has continued to be embedded across the academy for all forms and all year groups successfully. All students have engaged and the number of reading hours has further risen over the academic year. Weekly rewards continue to be presented to the Reader of the Week within each zone as well as an overall form award. This academic</p>

			<p>year two forms have won the cross school competitions for their high level of reading.</p>
<p>Story Factory/Traditional Story Workshops x 3 full days (education group)</p>	<p>£1697</p>	<p>Develop confidence with storytelling. Raise awareness of focus on literacy. Develop descriptive language. Further explore topics currently being studied within English lessons.</p>	<p>Sessions have been excellent in helping develop confidence with storytelling, performance and speaking and listening. Themes have linked to range of units studied in English including World Tales, Sci-Fi and Myths and Legends. Sessions have been paramount in raising awareness of focus on literacy throughout the academy. Students from PBZ up to Year 10 have been involved in the sessions including Yellow, Red and Blue Zone students and this has enabled expansion in descriptive language detail in conjunction with more challenging Literacy foci used this year. Students have positively engaged in the learning with each session with enthusiasm and energy and BATL has been exceptional in every session with expansion of greater confidence observed regularly. Teachers enabled to reuse key ideas from sessions with story planning and writing confidence boosted by these workshops that have helped develop KS3 writing skills and acted as a template for KS4 Creative Writing coursework. By the end of this term, the sessions would have included 25 different class sets with approximately 150 different students accessing the event so far.</p>

IXL Learning programme - Maths	£1248	To provide students with the opportunity to access targeted Maths programme at home and in lessons.	All students have continued to access IXL to support their learning. Many students have engaged for more than expected number of hours outside of the time set for home learning. Progress seen with reports confirming student usage at home. Students are set home learning on IXL but are exceeding teacher expectation of usage. As an example during week commencing 21st Feb 1 student had completed 31,000 Maths problems since September and another had spent 20 hours practising Maths.
iPads & apps	£63.75	To support BASA students in enhancing their current progress in English and Maths. Apps purchased to support KS3 Programme 1 literacy and numeracy.	BA@SA iPads currently on order. Enabled KS3 Programme 1 to all make progress in literacy.
Pencil cases with literacy and numeracy resources and book bags.	£141.24	To provide all Year 7 students with basic equipment to improve access to curriculum at the Academy and for home learning. This will particularly support those with motor skill needs. Book bags to support students' in being organised and taking care of their reading books.	These were distributed to students in September. Positive feedback received and fewer books lost.

Pop Up Project - Literacy Week	£2053.00	<p>This will involve the study of a core text and then an opportunity to work with the authors to develop comprehension skills and imaginative writing. In 2014-15 we initially tested the Pop Up scheme bringing two authors into the academy to work with two classes.</p> <p>This academic year we are aiming to work with 14 authors and to provide every class with the opportunity to explore specific texts with the author.</p>	9 + authors came into Bradfields to run workshops on 27 different texts with 261 students across the academy.
Continued Professional development for Intervention staff.	£385	<p>Two half days training on Accelerated Maths (3 teachers)</p> <p>Accelerated reader training booked for week beginning 29th February.</p> <p>Phonics Tutoring Kit from Read Write Inc purchased.</p>	<p>Enabled staff to begin using Accelerated Maths.</p> <p>Enabled improved Phonics interventions.</p>
Accelerated Reader/Accelerated Maths	Purchased using PP Spend.	A programme targeted for 30 students to further increase reading and Maths ability.	Accelerated Maths was tested with 30 Y7 students and two teachers. Accelerated reader was tested with more able students in terms 5&6.
Further the development of marking for Literacy & Numeracy.	£70	To further the whole academy Literacy and Numeracy drive and to support the embedding of a cross-curricular approach stickers are to be purchased to further enhance marking.	General and now specific numeracy and literacy foci stickers have been designed and rolled out to all staff.
Purchase of Writing slopes for every classroom	£999	To ensure that all classrooms are fully resourced to support the	These are now accessible in each classroom and have been used as needed by students resulting in

		writing needs of 7 identified students in Y7.	increased engagement in lessons and reduced negative BATL incidents.
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2012-13: Funding was not available until June 2013 as such initial focus was on the development of the reading book scheme and the identification and initial trial of provisions.

2013-14: Funding this year was focused on the development of writing skills and storytelling. The aim was to further build upon reading provision and to develop new targeted provisions to focus on handwriting/fine motor skills, letter recognition, writing sentences, organising ideas in writing and early literacy. Numeracy focus was on increasing access to online resources both within the academy and for students at home. We have been successful in achieving these aims.

2012-13: <u>Summary of Spending and actions taken:</u>	<u>Cost</u>	<u>Objectives:</u>	<u>Outcomes:</u>
1 to 1 Phonics Tuition (Teaching Assistant - 1 hour/week)	No cost	To support the student in developing basic phonics knowledge.	Students are able to recognise letters of the alphabet, know basic phonics and are beginning to read.
Purchase of Reading Scheme	£1000	To enable reading books to be set for home learning.	Reading books sent home, positive feedback from parents/carers and clear impact on students reading ages.
SSAT Literacy INSET support pack	£270	To develop staff awareness.	Twilight sessions led to the creation of a shared area on the x drive for resources and literacy ideas. Staff now have access to current reading and comprehension age data as well as an overview list of common words at those ages to assist them with planning lessons and supporting literacy. The packs have been distributed and staff have commented on ideas they have seen in the packs and how they could use them in class.
SSAT Read, Write, Speak student books.	£110	To explore potential resources.	

2014-15:

Funding was focused on furthering the progress made to date with reading and looking to develop students passion for reading. This involved the development and opening of our library and the introduction of the Busters book club scheme. Targeted provisions continued to focus on handwriting /fine motor skills, letter recognition, writing sentences, organising ideas in writing and early literacy. The range and number of sessions was expanded to support a greater number of students. A literacy and numeracy focus was on increasing students' confidence which was achieved through a number of external workshops and numeracy based theatre groups. We also maintained and furthered access to online resources / supportive technologies both within the academy and for students use at home. We have been successful in achieving these aims.

2014-15: <u>Summary of Spending and actions taken:</u>	<u>Cost</u>	<u>Objectives:</u>	<u>Outcomes:</u>
<p>1 to 1 /small group Literacy & Numeracy Targeted Intervention sessions (Teaching Assistant - 7 hours/week & Teaching Staff 5 hours/week)</p> <p>Equipment and Resources to support delivery of interventions.</p>	<p>£12540</p> <p>£86</p>	<p>To support targeted students in developing basic phonics knowledge, handwriting /fine motor skills, letter recognition, writing sentences, number recognition and formation, organising ideas in writing, early literacy, and numeracy.</p> <p>To further the existing bank of resources; with a particular focus on fine and gross motor skill development.</p>	<p>The vast majority of students made good progress against their targeted areas. With clear impacts on confidence, skills and attainment. (See more detailed analysis in 'Impact of Spend' section).</p> <p>A range of resources were purchased which supported the engagement of more complex students and non-verbal students' in accessing interventions.</p>
<p>Purchase of Additional Reading Scheme books and Free Readers</p>	<p>£1182</p>	<p>To maintain ability to provide reading books at home and to respond to student voice for a greater range and variety of free readers.</p>	<p>Continued to send reading books home, positive feedback from parents/carers/students and clear impact on students reading ages / comprehension. Students' interest in books has further developed.</p>
<p>Books and equipment for Library</p>	<p>£740</p>	<p>To develop an academy library for use during lessons and breaks to enable students to have a greater choice of books and a place to read freely.</p>	<p>Bradfields now has its own library with a range of books matched to students' abilities / interests in response to student voice. This has enabled all English classes to access books regularly and increased the range / frequency of books going home.</p>

Busters Book Club	£540	To create and further enhance the levels of interest in reading and the number of hours each student reads within a week. To engage competitively and celebrate reading achievements.	This has been embedded across the academy for all forms and all year groups successfully. All students' have engaged and the number of reading hours has steadily risen over the academic year particularly for KS4&5. Students are keen to choose new books each week. Weekly rewards are presented to the Reader of the week within each zone as well as an overall form award. The academy was also awarded the Gold Literacy Mark as recognition for the high level of parent and student engagement in reading.
Story Factory/Traditional Story Workshops x 4 full days (education group)	£3540	Develop confidence with storytelling. Raise awareness of focus on literacy. Develop descriptive language. Further explore topics currently being studied within English lessons.	Students positively engaged in the learning, greater confidence observed. Teachers enabled to reuse key ideas from session. Story planning and writing confidence was boosted by these workshops and, as a result, sessions were strategically booked to take place before key assessment tasks.
IXL Learning programme - Maths	£1050	To provide students with the opportunity to access targeted Maths programme at home and in lessons.	All students accessed IXL to support learning. Many students engaged for more than expected number of hours outside of the time set for home learning. Progress seen with reports confirming student usage at home.
iPads	£1560	To support Programme 1 in KS3 in developing their early literacy and numeracy skills through access to stage appropriate apps.	Students are now able to use selected apps to further develop and practice their literacy and numeracy skills. This has raised the level of engagement within lessons.
Pencil cases with literacy and numeracy resources and book bags.	£215	To provide all Year 7 students with basic equipment to improve access to curriculum at the Academy and for home learning. This will particularly support those with motor skill needs. Book bags to support students' in being organised and taking care of their reading books.	These were distributed to students in September. Positive feedback received and fewer books lost.

Maths Workshops	£435	Develop confidence with Maths and improve core skills.	Workshops were run for KS3 and some which impacted on all students' across the academy. This included the Freshwater Theatre company and the Puzzle company. Positive impact reported on students' level of confidence, engagement and development of knowledge and understanding.
Pop Up Pilot Project	£500	To take part in the Pilot of Pop Up in Medway. This involved the study of a core text and then an opportunity to work with the authors to develop comprehension skills and imaginative writing.	Y9 students had the opportunity to study two different texts and then work with the authors to produce excellent work - currently displayed within the Yellow Zone. This will be furthered next year with the whole academy.
Continued Professional Development for Intervention staff.	£954	To provide staff with intervention specific training and to enable the expansion of the KS3 Y7 curriculum to include Sign Along.	Training enabled staff to widen the range of interventions provided and to better target individual needs. Y7s provided with 3 Terms of Sign Along sessions (1 lesson per week) which improved their ability to communicate with those who have S&L difficulties.
Further the development of marking for Literacy & Numeracy.		To further the whole academy Literacy and Numeracy drive and to support the embedding of a cross-curricular approach. Stickers are to be purchased to further enhance marking.	General numeracy and literacy foci stickers purchased and trailed across all departments successfully. This will be further developed this academic year to enable the weekly foci to be referenced within marking in a more student friendly format.

2013-14: <u>Summary of Spending and actions taken:</u>	<u>Cost</u> (Terms 1- 6)	<u>Objectives:</u>	<u>Outcomes:</u>
Story Factory Workshops x 3 full days (Paul Mooney - education group)	£2012.43	Develop confidence with storytelling. Raise awareness of focus on literacy. Develop descriptive language.	Students positively engaged in the learning, greater confidence observed. Teachers enabled to reuse key ideas from session. Story planning and writing confidence was boosted by these workshops and, as a result, we have strategically booked sessions this year to take place before key assessment tasks.

Staffing for Provisions (18 sessions per week)	£5000	To deliver targeted provisions to identified students.	Provisions have been established for literacy with the first 16 students in term 2.
CPD		INSET: To provide staff with an understanding of how to embed literacy and numeracy within their subject areas. Teaching Assistant - Read, Write, Ink training and other courses to enable better delivery of provisions.	See SSAT pack information above for Literacy impact. Staff are more aware of NAC being a whole school initiative. NAC and Dictionary pack was provided to all staff. Teachers are now able to use key ideas discussed during INSET session. Course taken and passed. Resources and training are already being implemented with a core group of our weakest students in Literacy Intervention sessions. Materials and guidance in their use are also being provided for other staff teaching the interventions.
IXL Learning programme - Maths	£900	To provide students with the opportunity to access targeted Maths programme at home. This will also provide the opportunity for parental engagement.	All students now have username and passwords and are able to access IXL. IXL being used to support home learning. Parents/Carers have all received a letter outlining how their child can access IXL. Reports to date show excellent and increased student usage at home.

Move & Sit cushions	£2519	To enable each classroom to have the equipment to support fine and gross motor skills development to positively impact on writing. All KS3 programme 1 student to have cushions.	KS3 programme 1 student have cushions which have improved posture for writing and have positively impacted on the amount of work completed and their level of concentration. Move & Sit cushions now available in all teaching rooms.
Motor skills development resources for use in provisions & Vanilla paper for use in interventions.	£387.41	To provide resources for literacy provisions.	These have enabled the sessions to begin and run from Term 2. These resources have been used in Literacy Intervention sessions to great effect. The high-interest resources have been very well received by students as they do not resemble existing classroom resources and approaches.

Dockside Rising Stars complete e-book package stages 1-6. Primary level free readers to support intervention and transition.	£2268.19	To provide resources for literacy provisions, access in lessons to a greater range of books and resources.	
Pencil cases with literacy and numeracy resources.	£185.62	To provide all Year 7 and 8 students with basic equipment to improve access to curriculum at the Academy and for home learning. This will particularly support those with motor skill needs.	These have been distributed to students in the last week of September. Positive feedback from students to date.
Story Factory and Traditional Stories workshops (x4)	£2875.20	Develop confidence with storytelling. Raise awareness of focus on literacy. Develop descriptive language.	
Maths Fresh Water theatre company.	£435	Develop confidence with Maths and improve confidence.	
Cameras for moderation and assessment.	£669	To improve ability to assess progress.	Supportive of all departments making better assessments and judgements of progress made.

Appendix 1.2 2012-18 Impact of Catch-Up Premium spending

e.g. attainment figures and progression data relating to students in receipt of premium, evidence to demonstrate increased confidence in literacy in numeracy, description from teachers of students' specific skills developed using the premium.

2017-2018

- **Interventions sessions (including Beanstalk) impacted positively on 112 students across KS3-5 for their literacy and development.**
- **All students were afforded the opportunity to work with renowned authors on 30 different tailored workshops.**
- **Further development and active use of the academy library**
 - **Bradfields Academy won two out of three Kent Seasonal Reading Challenge**
 - **Bradfields Academy won the Kent Platinum Literacy Mark**
 - **Bradfields Academy won the Kent Literacy Award for Best Reading, Writing and Speaking and Listening Initiatives.**
 - **46 students achieved their GCSE English Language and GCSE English Literature qualifications making a total of 78 students in the last twelve months to achieve this award.**

2016-2017:

- Interventions sessions impacted positively on 57 students across KS3-5 for their literacy and development.
- Further increase in online access to Maths programmes at home and as a result an increase in the percentage of time spent completing Maths home learning and a positive impact on students' progress. To date this academic year, one group of 60 students collectively have answered 8 856 questions, spent 63 hours and 43 minutes practising at home and have made progress in 220 skills.
- All students were afforded the opportunity to work with 23 authors on 30 different texts.
- Every student within the academy had the opportunity to engage with a range of workshops including storytelling, puzzles and theatre performances.
- Further development and active use of the academy library.
- Total home learning reading time on a Wednesday increased to 192 077 minutes across the academy this is a 183% increase on the total for the year in 2014-15 (67,788mins) and a 4.1% increase from 2015-16
- Awarded the Kent Literacy Award for the Most Inclusive Development of Literacy Interventions
- Awarded the Kent Literacy Award for the Best Punctuation and Grammar Initiative - Medway Region, and The Kent Literacy Award for the Best Punctuation and Grammar Initiative Overall
- Awarded The Kent Literacy Award for the Best Integration of Busters Book Club across a whole school

- Awarded the Platinum Literacy Mark March 2016
- (At the time of this report we have also received the Platinum Literacy mark for October 2017 although this will feature in the next update)

2015-2016

- Interventions sessions impacted positively on 42 students across KS3-5 for their literacy and development.
Further increase in online access to Maths programmes at home and as a result an increase in the percentage of time spent completing Maths home learning and a positive impact on students' progress.
- To date this academic year, one group of 60 students collectively have answered 8,342 questions, spent 41 hours and 6 minutes practising at home and have made progress in 216 skills.
- 261 students were afforded the opportunity to work with 9 authors on 27 different texts.
- Every student within the academy had the opportunity to engage with a range of workshops including storytelling, puzzles and theatre performances.
- Further development and active use of the academy library.
- Total home learning reading time on a Wednesday increased to 184,382 minutes (1 Sept to 24th Feb) across the academy this is already a 172% increase on the total for the year in 2014-15 (67,788mins).
- Awarded the Kent Literacy Award for the Most Inclusive Interventions, Medway Region June 2016.
- Awarded the Kent Messenger, Platinum Award for Busters Book Club, Oct 2016

2014-2015

- Interventions sessions impacted positively on 48 students across KS3-5 for their literacy development. 7 students received 1:1 session for numeracy across years 7-8.
- Increased engagement in reading across whole academy -
- Awarded the Buster's Book Club Gold Literacy Award
- Increase in reading level progress across KS3 as shown by reading data and reading progress awards
- Further increase in online access to Maths programmes at home and as a result an increase in the percentage of time spent completing Maths homelearning and a positive impact on students' progress
- 35 Y9 students were afforded the opportunity to work with authors.
- Every student within the academy had the opportunity to engage with a range of workshops including storytelling, puzzles and theatre performances.
- Development and active use of the academy library.
- Total home learning reading time on a Wednesday increased to 67,788 minutes across the academy.

2012-2013

- Increased whole academy awareness of literacy and numeracy.
- Students have grown in confidence with reading and storytelling. 2013-2014
- 51 students have accessed targeted literacy provisions in 2013-14 and 14 have accessed targeted numeracy provisions in terms 5&6.

- Increase in reading level progress across KS3 as shown by reading data and reading progress awards.
- The gap between progress in English and Maths is closing rapidly.
- Increase in online access to Maths programmes at home and as a result an increase in the percentage of time spent completing Maths homelearning and a positive impact on students' progress.

Appendix 1.3 2013-18 Specific impacts of Catch -Up Premium Spending

Specific impact of Literacy Interventions 2017-18					
Student/ Year:	Issue/need:	Progress made /Impact:	Steps of progress	Target Achieved	Next steps:
QD Y10	Ongoing needs with phonic blends and high frequency words	Have focused on learning high frequency words and writing them in a sentence to aid memory recall. Able to write a sentence using three keywords. Started knowing 43/100 high frequency words and now reads 47/100.	2 steps	+	Continue work on high frequency words and using them in a sentence.
SR Y12	Ongoing needs with basic reading skills	Very little confidence. Needed lots of encouragement. Assessment of high frequency words students began with a knowledge of 28/100 can now read 34/100.	3 steps	=	Continue work with unfamiliar words looking at new activities/games to aid in students self esteem.
RA Y11	Ongoing needs with basic reading skills	First assessment the student could read 65/100 high frequency words. Can now read 78/100.	1 step	=	Continue looking at a variety of different texts to encourage interest in reading.
NC Y13	Poor memory skills, (which were deteriorating due to illness).	Focused on student's interest, i.e films. Looked at film genres and wrote about their differences. To	2 steps	-	Continue work on writing about films to develop writing skills. Continue on

		help with memory skills played activities such as search and find, matching games & dominoes. Also started creating a scrapbook on the student's interests.			activities to aid memory.
LB Y7	Ongoing needs with phonic blends and CVC / CVCC word formation.	Focused on two letters/one sound words. Student was able to distinguish between /ai/ & /ay/ and was able to spell day and rain correctly.	3 steps	=	Work on Phase 5 letter and sounds.
OC Y7	Ongoing needs with phonic blends and CVC / CVCC word formation.	Focused on cvcc words. Has gained in confidence with his reading and needs little encouragement when reading cvcc/ccvc words.	4 steps	+	Look at high frequency words and putting them into a sentence.
JH Y8	Ongoing needs with phonic blends and CVC word formation.	Student struggled to be in the sessions for more than 5 mins to begin with. Can now stay for 20 mins. Looked at reading high frequency words by playing pool. The student had to read a word depending on what colour he potted.	10 steps	+	Continue using the student's interest to encourage reading.
HM Y9	Ongoing needs with phonic blends and CVC /	First assessment the student could read 9/34 high	2 steps	-	Continue work on high frequency words and using

	CVCC word formation.	frequency words. Can now read 19/34.			them in a sentence.
HC Y10	Ongoing needs with phonic blends and high frequency words	Have focused on learning high frequency words and writing them in a sentence to aid memory recall. First assessment the student could read 11/34 high frequency words and is now confident with 23/34.	2 steps	+	Continue work on high frequency words and using them in a sentence.
GDW Y9	Ongoing needs with phonic blends and CVC word formation	Focused on cvc words. Student gained confidence with their reading and is sounding out words and blending well.	2 steps	-	Continue work on reading and writing cvc words.
LG Y8	Ongoing needs with phonic blends and CVC word formation	Enjoyed creating stories. Used this to support student with their phonic skills and to develop further.	2 steps	-	Continue encouraging work on developing stories
MP Y8	Ongoing needs with phonic skills and letter formation.	Working on letter formation. Student gaining confidence in recognising letter sounds and copying them down.	4 steps	+	Continue work on letter formation. Looking at different techniques to aid memory recall.
DB Y11	Ongoing needs with phonic blends and CVC	Struggled with blending but has now gained in confidence when	1 step	=	Continue work on reading and writing cvc words.

	word formation. EAL student	faced with a new word and needs little encouragement to start blending the word to read.			
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Specific impact of Numeracy Interventions 2017-18			
Student/ Year:	Issue/need:	Progress made /Impact:	Next steps:
Due to staffing there were no specific numeracy interventions for identified individuals outside of the curriculum.			

Specific impact of Literacy Interventions 2016-17			
Student/ Year:	Issue/need:	Progress made /Impact:	Next steps:
Year 10 Boy (Blue Zone)	Ongoing needs with phonics and letter formation.	He has been working on his pencil skills by tracing over letters in his name as well as pictures. He started off doing this too fast without even looking at the page and he has now managed to slow down and concentrate more on what he is tracing and keeping his pencil as close to the lines as possible. He now recognises 'J', 'a' and 'e' in his name. By playing a Dr Who word game, he sometimes says 'K' for Krillitane etc. but this is not all of the time. He has also picked out plastic letters and matched them to the letters contained in his name.	To take time with writing and using a pencil. To try to identify the first letter of a word.
Year 8 Boy	Ongoing needs with phonic blends and CVC / CVCC word formation.	He had made good progress in Y7 but was struggling with focus and the constant withdrawal from lessons. It was decided not to remove him from class while his progress remained good. He will be having sessions in the summer	To blend sounds together.

		term as an extra boost before his y9.	
Yr 9 Girl	Ongoing needs with phonic blends and CVC / CVCC word formation.	She started off in September unable to differentiate between 'b', 'd' and 'p'. We have been working on this regularly and she can now tell the difference as well as write them down correctly when asked. She also found it difficult to blend simple sounds together such as 'it words (sit, pit etc.) We have been reading some books together with these sounds and she is now able to read these, mostly unaided. We have also been working on missing letters in words and by sounding them out aloud, she is now a lot more confident in putting in a missing 'a' 'o' or 'u'.	To sound out words on her own and try to blend the sounds.
Year 7 Girl	Ongoing needs with phonic blends and CVC / CVCC word formation.	She has been working on basic letter names and sounds. She can recognise most letters now, but she still has problems remembering what sound they make, and when she sees a digraph (sh, th, oo) she still pronounces them as separate sounds. In addition to this, we are working on recognising basic words by the shape they make and the difference between upper and lower case letters.	To try to blend sounds together when reading.
Year 8 Boy (EAL)	Ongoing needs with phonic blends and CVC / CVCC word formation. EAL and visual needs supported, too.	He worked well and his recognition of high frequency words has improved significantly. He is able to sound out words and is now reading books aimed at dyslexic teenagers as well as some enlarged versions of pre-teen fiction.	To continue to read a variety of different texts including real world documents like signs and adverts.
Yr 10 Boy BZ	Writing (letter/word formation and sentence structure). Identified	He still sometimes starts to form his letters from the base not the top but his writing is	To try to write full sentences

	by teachers - poor/erratic letter formation.	clearer and neater. He is able to construct simple and compound sentences and write them with only spelling support.	for his answers in class.
Yr 9 Girl (Prog 1)	Decoding multisyllabic words / reading for meaning - inference and deduction. Identified through class teacher comments and lack of reading progress in data.	She lacked confidence and was often unsure of her own answers and reluctant to speculate. She is now far more confident and is beginning to infer meaning from texts in her reading tests and her class work. She can still struggle to show her reasons for the points she makes but is beginning to unpick the text in more detail.	To try to work out the meaning or hints and clues in the text.
Yr 8 Girl (Prog 1)	Reading for meaning - information retrieval and basic comprehension identified by teacher as an issue when administering tests.	She had virtually no comprehension skills and is still incredibly weak in this area. She responded well to working with unfamiliar staff and gained confidence in her reading and sounding out.	To try to point to a picture that links to the sentence she has just read.
Year 7 Girl (Prog 1)	Reading for meaning - information retrieval and basic comprehension identified by teacher as an issue when administering tests.	Her comprehension is slow and she struggles to sound out words. She responded well to the sessions and now takes her time a little more with her sounding out of words. She can point to pictures linked to the sentences and answer some simple questions about the topic.	To keep reading aloud and sounding the words slowly.
Year 8 Boy (LAC)	Phonics, blends and word formation - identified by his teacher as a key developmental need.	First assessment he identified 11 letter sounds he can now identify 20. He is now confident in blending the CVC sounds with the middle /a/. Now needs to work on the unfamiliar vowels. At the end of the sessions he was able to blend the sounds and read 'sun' and 'cut'.	To continue to sound and blend CVC words on his own.
Year 8 Boy	Writing - sentences and organising/sequencing ideas. Lack of progress in writing NC grades.	He often wrote short or one-word answers. He worked well in sessions and was able to link ideas and begin to build simple sentences which made sense.	To try to write a sentence for his answers in class.

Year 9 Girl	Writing - sentences and organising/sequencing ideas. Lack of progress in writing NC grades.	Her written responses were often very short. In the sessions she worked hard on expanding an idea and writing it how she would say it. This led to her constructing some simple and compound sentences.	To try to write a sentence for her answers in class.
Year 9 Boy	Writing grammatically accurate sentences - again, data suggested a lack of progress in this area.	He often wrote single word answers to questions. He worked well in sessions and was able to construct some simple sentences on his own and, with support, some compound sentences.	To try to write a sentence for his answers in class.
Year 10 Boy (EAL)	Writing grammatically accurate sentences - again, data suggested a lack of progress in this area.	His answers would often be single words or short phrases. In the sessions, he showed an ability to use simple and compound structures with some confidence and has been demonstrating this in class - with a marked improvement in his writing scores as a result. He is now beginning to use complex sentences.	To try to write a detailed compound or complex sentence when giving written answers in class.
Year 8 Boy (Blue Zone)	Reading - decoding words and basic comprehension. Identified by staff and the Salford test results.	He had some sessions at the start of the year and is scheduled for more in the summer. He worked on phonic blends and decoding and, though still weak in this area, he has clearly made progress and is now able to sound out many CVC, CVCC and CCVC words.	To continue to read aloud and to blend sounds on his own.
Year 10 Boy	Writing grammatically accurate sentences and writing longer, more detailed answers. Identified due to lack of progress with NC writing grades.	He often wrote single word answers to questions. He worked well in sessions and was able to construct some simple sentences on his own and, with support, some compound sentences.	To try to write compound sentences to answer questions in class.
Year 9 Boy	Writing grammatically accurate sentences and writing longer, more detailed answers. Identified due to lack of progress with NC writing grades.	He often wrote single word answers to questions. He worked well in sessions and was able to construct some simple sentences on his own and, with support, some compound sentences.	To make sure that he always uses a full sentence to answer questions in class.

Year 11 Boy (Blue Zone)	Ongoing needs with phonic blends and reading for meaning identified by staff as a result of testing.	He is starting to show confidence in himself in sequencing and blending CVC words. He began with identifying 14 sounds, he can now identify 17. I have passed onto his TA a set of worksheets and magnetic letters to continue working on CVC words. Now working on introducing 'tricky' words:- said, the, like.	To continue working on and sounding out CVC words.
Year 9 Boy (Prog 1)	Reading for meaning and sounding out / decoding longer words. Staff suggestion based on tests and class performance.	He had a series of sessions at the start of the year. He read well, showing a particular love of the Oxford Owl online books. He was able to decode a range of words which he had not previously demonstrated in class and his confidence increased hugely - which seemed to be key.	To keep reading aloud and using Oxford Owl.
Year 8 Boy (LAC)	Working on basic reading/phonic skills - identified by class teacher as a key area of need.	First assessment he identified 6 letter sounds he can now identify 13. He is confident with reading CVC words using the middle /a/. At the end of the sessions he was able to identify /u/ and could blend CVC words using this sound. Needs to continue working on unfamiliar vowel sounds in CVC words.	To continue sounding out and working on CVC words.
Year 9 Boy (LAC)	Early literacy skills - identified by baseline testing.	He is able to write a full sentence and now needs to focus on writing slightly smaller and leave finger spaces. His reading has improved in recent tests, too and he can now blend some sounds.	To continue to work on sounding words and trying to write them using carefully formed letters.
Year 8 Boy (LAC)	Early literacy skills - identified by baseline testing.	His handwriting is improving. He was able to say in a full sentence what he liked to do at home rather than a one word answer, which he was then able to copy and write it down. Continuing with this work as	He will have ongoing support. His key target is to sound out CVC words successfully.

		well as CVC words and letter sounds.	
Year 7 Girl	Writing sentences - identified by teachers as she would write pages of nonsensical 3 or 4 letter words.	She is now able to write two full sentences with only small amount of prompting. Will be working on a strategy to help her to carry through to other lessons, such as reading through her work a sentence at a time and not to rush.	To write a little and then check it makes sense and she can read it back. She will have ongoing support.
Year 12 Boy (Blue Zone)	Working on listening/comprehension & handwriting. Identified by teachers as a key issue preventing progress.	He was unable to wait his turn when speaking. He has worked on listening carefully to others and not acting on the first section of information given. I have observed him transferring this skill in his English lesson. He needs to continue using this skill in his other lessons.	To listen and wait until you are told to start a task.
Year 9 Boy	Working on listening/comprehension & handwriting. Identified by teachers as a key issue preventing progress.	He would often call out or fail to follow instructions carefully. We have worked on turn taking and listening to all of the instruction rather than rushing to start. He appears to be making some progress, especially with instructions.	To listen and wait until you are told to start a task.
Year 7 Boy (Blue Zone)	Working on listening/comprehension & handwriting. Identified by teachers as a key issue preventing progress.	He was unable to wait his turn when speaking. By using the 'speaking box', He knows that it is his turn to speak when he is holding it. I have observed him transferring this skill in his English lesson. He needs to continue using this skill in his other lessons.	To listen when others are giving you information and wait your turn to speak.
Year 8 Boy	Early literacy skills - identified by baseline testing.	He identified 12 sounds of the alphabet originally and is now able to identify 18 sounds. He has become confident with CVC words using the /a/ as the middle sound but needs to continue working on the rest of the vowel sounds.	To keep working on CVC words which have e, i, o and u in the middle.
Year 10 Boy	Early literacy skills - identified by baseline testing.	His first assessment he could identify 14 sounds from the alphabet, at the end he was	To keep working on CVC words

		able to identify 19 sounds. Confident at blending CVC words with /a/ and /e/, now needs to work on /i/, /o/ and /u/.	which have i, o and u in the middle.
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Specific Impact of Numeracy Intervention 2016-2017			
Student/ Year:	Issue/need:	Progress made /Impact:	Next steps:
JH (8)	Ability to use and apply skills involving addition and subtraction. The ability to tell the time using an analogue clock. Ability to add, subtract and give change using UK coins in usage.	JH is becoming more familiar with concept and can now work with more independence. Using numbers across the hundreds. Previously working at B10 he is now working at a Bradfields level 13s and now on track to meet his EOY target. JH is now more confident in all areas covered during intervention sessions and works with greater independence within his normal maths lessons.	To begin to work with larger numbers (4 & 5 digits). To convert time from 12 to 24 hour and vice versa. To be able to calculate change without requiring adult support.
MV (8)	Ability to use and apply skills involving addition and subtraction. The ability to tell the time using an analogue clock. Ability to add, subtract and give change using UK coins in usage.	MV is becoming more familiar with concept and can now work with more independence. Using numbers to across the hundreds. Previously working at B8 he is now working at Bradfields level 10p and is now on track to meet his EOY target. MV is now more motivated to learn since his confidence has grown. He is now able to work with less adult intervention.	To begin to work with larger numbers. (4 & 5 digits). To convert time from 12 to 24 hour and vice versa. To be able to calculate change without requiring adult support.
VS (8)	Ability to use and apply skills involving addition and subtraction and multiplication.	VS is becoming more familiar with concept and can now work with more independence. VS now relies less on a multiplication square to perform multiplication problems and the associated division facts. Previously working at B11 VS is now working at Bradfields level 13p and is on track to meet her EOY target.	To work on knowledge of long multiplication.
EF(8)	Ability to apply concepts with independence involving addition, subtraction and multiplication. To also	EF is now able to work on number problems with more independence and is able to multiply with the use of a multiplication square. She is now able to tell the time to whole and half hour and is beginning to tell the time to quarter past/to. Previously	To work on her knowledge of analogue time and to be able to tell the time to nearest 5 minutes.

	gain the ability to tell the time accurately on an analogue clock.	working at B11 EF is now working at Bradfields level 13p and is on track to meet her EOY target.	
HC (9)	Ability to apply knowledge of addition to involve accurate place value including decimals.	HC can now work with place value mentally and using formal written methods. He is now able to work with decimal numbers including money. Previously working at B5 HC is now working at Bradfields level 6c and is showing as challenge on SIMS.	To begin to apply his place value knowledge to multiplication. Especially when asked to use column method.
CC (9)	Ability to work confidently with numbers beyond 100. Ability to tell the time accurately on an analogue clock.	CC can now independently use and apply her knowledge of the number system to carry out more challenging calculations. CC is now able to tell the time to whole and half hours. Previously working at B6 CC is now working at Bradfields level 7p and is on track to meet his EOY target.	To begin to tell the time on an analogue clock to quarter past/to. To work with numbers beyond 1000.
DB (10)	To build confidence when working on multiplication	DB is now able to multiply 2 digits by a single digit and is beginning to become familiar with the associated division facts. Previously working at B10 DB is now working at B12s and on track to meet her EOY target.	To increase knowledge of division.

Specific impact of Literacy Interventions 2014-15

*See Appendix 1.3 for 2013-14 Specific Impacts

Student/ Year:	Issue/need:	Progress made /Impact:	Next steps:
JJ(9)	Ongoing needs with phonics and letter formation.	JJ has been working on his pencil skills by tracing over letters in his name as well as pictures. He started off doing this too fast without even looking at the page and he has now managed to slow down and concentrate more on what he is tracing and keeping his pencil as close to the lines as possible. He now recognises 'J', 'a' and 'e' in his name. By playing a Dr Who word game, he sometimes says 'K' for Krillitane etc. but this is not all of the time. He has also picked out plastic letters and matched them to the letters contained in his name.	To take time with writing and using a pencil. To try to identify the first letter of a word.
CB(8)	Ongoing needs with phonic blends and CVC / CVCC word formation.	CB has made good progress in Y7 but was struggling with focus and the constant withdrawal from lessons. It was decided not to remove him from class while his progress remained good. He will be having sessions in the summer term as an extra boost before his Y9.	To blend sounds together.

DB(8)	Ongoing needs with phonic blends and CVC / CVCC word formation.	DB Started off in September unable to differentiate between 'b', 'd' and 'p'. We have been working on this regularly and she can now tell the difference as well as write them down correctly when asked. She also found it difficult to blend simple sounds together such as 'it words (sit, pit etc.). We have been reading some books together with these sounds and she is now able to read these, mostly unaided. We have also been working on missing letters in words and by sounding them out aloud, DB is now a lot more confident in putting in a missing 'a' 'o' or 'u'.	To sound out words on her own and try to blend the sounds.
HA(11)	Ongoing needs with phonic blends and CVC / CVCC word formation.	HA has been working on basic letter names and sounds. She can recognise most letters now, but she still has problems remembering what sound they make, and when she sees a digraph (sh, th, oo) she still pronounces them as separate sounds. In addition to this, we are working on recognising basic words by the shape they make and the difference between upper and lower case letters.	To try to blend sounds together when reading.
JG(9)	Ongoing needs with phonic blends and CVC / CVCC word formation. EAL and visual needs supported, too.	JG worked well and his recognition of high frequency words has improved significantly. He is able to sound out words and is now reading books aimed at dyslexic teenagers as well as some enlarged versions of pre-teen fiction.	To continue to read a variety of different texts including real world documents like signs and adverts.
MA(9)	Writing (letter/word formation and sentence structure). Identified by teachers - poor/erratic letter formation.	MA still sometimes starts to form his letters from the base not the top but his writing is clearer and neater. He is able to construct simple and compound sentences and write them with only spelling support.	To try to write full sentences for his answers in class.
AC(8)	Decoding multisyllabic words / reading for meaning - inference and deduction. Identified through class teacher comments and lack of reading progress in data.	AC lacked confidence and was often unsure of her own answers and reluctant to speculate. She is now far more confident and is beginning to infer meaning from texts in her reading tests and her class work. She can still struggle to show her reasons for the points she makes but is beginning to unpick the text in more detail.	To try to work out the meaning or hints and clues in the text.

HH(8)	Reading for meaning - information retrieval and basic comprehension identified by teacher as an issue when administering tests.	HH had virtually no comprehension skills and is still incredibly weak in this area. She responded well to working with unfamiliar staff and gained confidence in her reading and sounding out.	To try to point to a picture that links to the sentence she has just read.
CT(7)	Reading for meaning - information retrieval and basic comprehension identified by teacher as an issue when administering tests.	CT's comprehension is slow and she struggles to sound out words. She responded well to the sessions and now takes her time a little more with her sounding out of words. She can point to pictures linked to the sentences and answer some simple questions about the topic.	To keep reading aloud and sounding the words slowly.
FW(7)	Phonics, blends and word formation - identified by his teacher as a key developmental need.	First assessment FW identified 11 letter sounds he can now identify 20. He is now confident in blending the CVC sounds with the middle /a/. Now needs to work on the unfamiliar vowels. At the end of the sessions he was able to blend the sounds and read 'sun' and 'cut'.	To continue to sound and blend CVC words on his own.
OJ(8)	Writing - sentences and organising/sequencing ideas. Lack of progress in writing NC grades.	OJ often wrote short or one-word answers. He worked well in sessions and was able to link ideas and begins to build simple sentences which made sense.	To try to write a sentence for his answers in class.
ZW(8)	Writing - sentences and organising/sequencing ideas. Lack of progress in writing NC grades.	ZW's written responses were often very short. In the sessions she worked hard on expanding an idea and writing it how she would say it. This led to her constructing some simple and compound sentences.	To try to write a sentence for her answers in class.
RW(8)	Writing grammatically accurate sentences - again, data suggested a lack of progress in this area.	RW often wrote single word answers to questions. He worked well in sessions and was able to construct some simple sentences on his own and, with support, some compound sentences.	To try to write a sentence for his answers in class.
DP(8)	Writing grammatically accurate sentences - again, data suggested a	DP's answers would often be single words or short phrases. In the sessions, he showed an ability to use simple and compound structures with some confidence and has been demonstrating this in class -	To try to write a detailed compound or complex sentence when giving written answers in class.

	lack of progress in this area.	with a marked improvement in his writing scores as a result. DP is now beginning to use complex sentences.	
RA(8)	Reading - decoding words and basic comprehension. Identified by staff and the Salford test results.	RA had some sessions at the start of the year and is scheduled for more in the summer. He worked on phonic blends and decoding and, though still weak in this area, he has clearly made progress and is now able to sound out many CVC, CVCC and CCVC words.	To continue to read aloud and to blend sound on his own.
ST(9)	Writing grammatically accurate sentences and writing longer, more detailed answers. Identified due to lack of progress with NC writing grades.	ST often wrote single word answers to questions. He worked well in sessions and was able to construct some simple sentences on his own and, with support, some compound sentences.	To try to write compound sentences to answer questions in class.
SR(9)	Writing grammatically accurate sentences and writing longer, more detailed answers. Identified due to lack of progress with NC writing grades.	SR often wrote single word answers to questions. He worked well in sessions and was able to construct some simple sentences on his own and, with support, some compound sentences.	To make sure that he always uses a full sentence to answer questions in class.
MH(12)	Ongoing needs with phonic blends and reading for meaning identified by staff as a result of testing.	MH is starting to show confidence in himself in sequencing and blending CVC words. M began with identifying 14 sounds, he can now identify 17. I have passed onto his TA a set of worksheets and magnetic letters to continue working on CVC words. Now working on introducing 'tricky' words: - said, the, like.	To continue working on and sounding out CVC words.
TE(13)	Decoding bi-syllabic words and reading for basic meaning. Identified by staff and test results.	TE did not like being taken out of his Music lessons. I will therefore try him in the next term's sessions, taking him out of a different lesson.	To attend the sessions next term in a different timetable slot.

FA(8)	Reading for meaning and sounding out / decoding longer words. Staff suggestion based on tests and class performance.	FA had a series of sessions at the start of the year. He read well, showing a particular love of the Oxford Owl online books. He was able to decode a range of words which he had not previously demonstrated in class and his confidence increased hugely - which seemed to be key.	To keep reading aloud and using Oxford Owl.
DH(7)	Working on basic reading/phonic skills - identified by class teacher as a key area of need.	First assessment DH identified 6 letter sounds he can now identify 13. He is confident with reading CVC words using the middle /a/. At the end of the sessions he was able to identify /u/ and could blend CVC words using this sound. Needs to continue working on unfamiliar vowel sounds in CVC words.	To continue sounding out and working on CVC words.
RH(7)	Early literacy skills - identified by baseline testing.	RH is able to write a full sentence and now needs to focus on writing slightly smaller and leave finger spaces. His reading has improved in recent tests, too and he can now blend some sounds.	To continue to work on sounding words and trying to write them using carefully formed letters.
HC(7)	Early literacy skills - identified by baseline testing.	His handwriting is improving. He was able to say in a full sentence what he liked to do at home rather than a one word answer, which he was then able to copy and write it down. Continuing with this work as well as CVC words and letter sounds.	HC will have ongoing support. His key target is to sound out CVC words successfully.
MB(8)	Writing sentences - identified by teachers as M would write pages of nonsensical 3 or 4 letter words.	MB is now able to write two full sentences with only small amount of prompting. Will be working on a strategy to help her to carry through to other lessons, such as reading through her work a sentence at a time and not to rush.	To write a little and then check it makes sense and she can read it back. Mollie will have ongoing support.
JH(7)	Working on listening/comprehension & handwriting. Identified by teachers as a key issue preventing progress.	JH would often call out or fail to follow instructions carefully. We have worked on turn taking and listening to all of the instruction rather than rushing to start. He appears to be making some progress, especially with instructions.	To listen and wait until you are told to start a task.
RE(7)	Working on listening/comprehension & handwriting. Identified by teachers as a key issue preventing progress.	RE was unable to wait his turn when speaking. RE has worked on listening carefully to others and not acting on the first section of information given. I have observed him transferring this skill in his English lesson. RE needs to continue using this skill in his other lessons.	To listen and wait until you are told to start a task.

RC(7)	Working on listening/comprehension & handwriting. Identified by teachers as a key issue preventing progress.	RC was unable to wait his turn when speaking. By using the 'speaking box', RC knows that it is his turn to speak when he is holding it. I have observed him transferring this skill in his English lesson. RC needs to continue using this skill in his other lessons.	To listen when others are giving you information and wait your turn to speak.
QD(7)	Early literacy skills - identified by baseline testing.	QD identified 12 sounds of the alphabet originally and is now able to identify 18 sounds. He has become confident with CVC words using the /a/ as the middle sound but needs to continue working on the rest of the vowel sounds.	To keep working on CVC words which have e, i, o and u in the middle.
CC(7)	Early literacy skills - identified by baseline testing.	CC's first assessment he could identify 14 sounds from the alphabet, at the end he was able to identify 19 sounds. Confident at blending CVC words with /a/ and /e/, now needs to work on /i/, /o/ and /u/.	To keep working on CVC words which have i, o and u in the middle.

Specific impact of Numeracy Interventions 2014-15

Specific impact of Numeracy Interventions 2014-15			
*See Appendix 1.3 for 2013-14 Specific Impacts			
Student/Year:	Issue/need:	Progress made /Impact:	Next steps:
QD (7)	Ability to use and apply skills involving addition and subtraction.	QD is becoming more familiar with concept and can now work with more independence. Using numbers to 20.	To begin to work with larger numbers.
JR (7)	Ability to use and apply skills involving addition and subtraction.	JR is becoming more familiar with concept and can now work with more independence. Using numbers to 20.	To begin to work with larger numbers.
RH (7)	Ability to use and apply skills involving addition and subtraction.	RH is becoming more familiar with concept and can now work with more independence. Using numbers to 20.	To begin to work with larger numbers.
HC	Ability to apply concepts with independence. To work with numbers beyond 10.	HC is now able to work without 1-1 support when working with numbers up to and including 15.	To begin to work with larger numbers.
CC	Ability to count reliably and recognise	CC can now reliably count to 20 and is able to fill in missing numbers in a sequence up to 20.	To begin to work with larger numbers.

	numbers more or less than a given number.		
LD	Ability to work confidently with numbers beyond 35 and to use and apply 4 rules of number with accuracy when working independently.	LD can now independently use and apply her knowledge of the number system to carry out more challenging calculations.	
MCB (8)	To build confidence when working on multiplication and division facts.	MCB is now able to multiply 2 digits by a single digit and is beginning to become familiar with the associated division facts.	To increase knowledge of division.
CG (8)	To build confidence when working on multiplication and division facts.	CG is now able to multiply 2 digits by a single digit and is beginning to become familiar with the associated division facts.	To increase knowledge of division.
BY (8)	To build confidence when working on multiplication and division facts.	BY is now able to multiply 2 digits by a single digit and is beginning to become familiar with the associated division facts.	To increase knowledge of division.
LH (8)	To build confidence when working on multiplication	LH is now able to multiply 2 digits by a single digit.	To increase knowledge of division.
A O'C (8)	To work on using and applying rules relating to division.	AO'C is now able to divide with more confidence.	To increase knowledge of division.

Specific impact of Literacy Interventions 2013-14

Specific impact of Literacy Interventions 2013-14			
Student/ Year group:	Issue/need:	Progress made /Impact:	Next steps:
HA (11)	Low scores on the Salford reading test, identified by teacher as having literacy need with her reading.	HA is becoming more familiar with letter shapes and sounds. She is beginning to understand the correlation between letters and words. She has improved by one national curriculum sub-level in each area for English.	H will continue to receive support but has made very good progress and is now far more confident.

JG (13)	On entering school, could not read one word of the Salford test.	JG has achieved a reading age of 5 years, 11 months. JG was awarded a certificate at the end of the year as he was one of the 3 students showing the most improvement in reading that year. He is now working towards a qualification for Functional Skills at Entry 1, which would have been impossible this time last year. His NC level average went from P8 to 2c.	He will still receive 1:1 support to boost his skills further.
ST (11)	ST needs confidence boosting in all areas of Literacy, he has become so used to failure that he does not recognise his own progress.	We have gone back to basics in an attempt to fill in the gaps in his knowledge. ST has not yet achieved the next sub-level for reading or writing but his speaking and listening has improved from 1a to 2b, showing that his confidence is increasing.	ST will be monitored by his teacher and, if necessary, will receive another series of 1:1 sessions.
CB (7)	CB could only successfully read one word of the Salford test at the start of his Y7. He clearly had communication problems and was not able to identify many letters of the alphabet or form them accurately.	Work with Teaching Assistant has enabled CB to recognise almost all letters, to sound them, blend some and sound out common CVC words. On the Salford test, he correctly identified 4 words, compared to only one in September. CB progressed from P7 to P8 but - more noticeably - he can now identify most letters by shape and is beginning to be able to blend sounds. He successfully identified 4 words on the Salford test by sounding them independently.	CB will be given 1:1 support one session a week for the whole year as we are seeing the impact of these interventions.
DB (7)	DB could only successfully read one word of the Salford test at the start of	DB is now able to recognise the shapes of letters and connect them to the sounds. She can now sound out simple words and fit their shape into the correct outline grid. DB's average	DB will be given 1:1 support one session a fortnight for the whole year as we

Specific impact of Numeracy Interventions 2013-14

Specific impact of Numeracy Interventions 2013-14					
Student	Level Using & Applying prior to interventions	Target following intervention	Predicted progress	Level following intervention	Target achieved
DB	P8	1b	2 sub	1b	Met
CT	P7	1b	3 sub	1c	1 Level 1 sub Now in PROG 1
TE	1c	1a	2 sub	1a	Met

CG	1b	2c	2 sub	2c	Met
OJ	1c	1a	2 sub	2c	Exceeded Target
AJ	2c	2a	2 sub	2a	Met
BB	2c	2a	2 sub	2b	1 Sub
CH	2a	3c	1 sub	3b	Exceeded Target
LC	2c	2a	2 sub	2b	1 Sub - Home circumstances had an impact.
LK	2c	2a	2 sub	2a	Met
SR	1a	2c	1 sub	2b	Exceeded Target
CA	2a	3c	1 sub	3a	Exceeded Target
SJ	3c	3b	1 sub	3b	Met
OP	2b	2a	1 sub	3c	Exceeded Target

Specific impact of Literacy Interventions 2014-15

Specific impact of Literacy Interventions 2014-15			
*See Appendix 1.3 for 2013-14 Specific Impacts			
Student/ Year:	Issue/need:	Progress made /Impact:	Next steps:
JJ(9)	Ongoing needs with phonics and letter formation.	JJ has been working on his pencil skills by tracing over letters in his name as well as pictures. He started off doing this too fast without even looking at the page and he has now managed to slow down and concentrate more on what he is tracing and keeping his pencil as close to the lines as possible. He now recognises 'J', 'a' and 'e' in his name. By playing a Dr Who word game, he sometimes says 'K' for Krillitane etc. but this is not all of the time. He has also picked out plastic letters and matched them to the letters contained in his name.	To take time with writing and using a pencil. To try to identify the first letter of a word.

CB(8)	Ongoing needs with phonic blends and CVC / CVCC word formation.	CB has made good progress in Y7 but was struggling with focus and the constant withdrawal from lessons. It was decided not to remove him from class while his progress remained good. He will be having sessions in the summer term as an extra boost before his Y9.	To blend sounds together.
DB(8)	Ongoing needs with phonic blends and CVC / CVCC word formation.	DB Started off in September unable to differentiate between 'b', 'd' and 'p'. We have been working on this regularly and she can now tell the difference as well as write them down correctly when asked. She also found it difficult to blend simple sounds together such as 'it words (sit, pit etc.). We have been reading some books together with these sounds and she is now able to read these, mostly unaided. We have also been working on missing letters in words and by sounding them out aloud, DB is now a lot more confident in putting in a missing 'a' 'o' or 'u'.	To sound out words on her own and try to blend the sounds.
HA (11)	Ongoing needs with phonic blends and CVC / CVCC word formation.	HA has been working on basic letter names and sounds. She can recognise most letters now, but she still has problems remembering what sound they make, and when she sees a digraph (sh, th, oo) she still pronounces them as separate sounds. In addition to this, we are working on recognising basic words by the shape they make and the difference between upper and lower case letters.	To try to blend sounds together when reading.
JG(9)	Ongoing needs with phonic blends and CVC / CVCC word formation. EAL and visual needs supported, too.	JG worked well and his recognition of high frequency words has improved significantly. He is able to sound out words and is now reading books aimed at dyslexic teenagers as well as some enlarged versions of pre-teen fiction.	To continue to read a variety of different texts including real world documents like signs and adverts.
MA(9)	Writing (letter/word formation and sentence structure). Identified by teachers - poor/erratic letter formation.	MA still sometimes starts to form his letters from the base not the top but his writing is clearer and neater. He is able to construct simple and compound sentences and write them with only spelling support.	To try to write full sentences for his answers in class.
AC(8)	Decoding multisyllabic words / reading for meaning - inference and deduction. Identified through class teacher comments and lack of reading progress in data.	AC lacked confidence and was often unsure of her own answers and reluctant to speculate. She is now far more confident and is beginning to infer meaning from texts in her reading tests and her class work. She can still struggle to show her reasons for the points she makes but is beginning to unpick the text in more detail.	To try to work out the meaning or hints and clues in the text.
HH(8)	Reading for meaning - information retrieval and basic comprehension identified by teacher as	HH had virtually no comprehension skills and is still incredibly weak in this area. She responded well to working with unfamiliar staff and gained confidence in her reading and sounding out.	To try to point to a picture that links to the sentence she has just read.

	an issue when administering tests.		
CT(7)	Reading for meaning - information retrieval and basic comprehension identified by teacher as an issue when administering tests.	CT's comprehension is slow and she struggles to sound out words. She responded well to the sessions and now takes her time a little more with her sounding out of words. She can point to pictures linked to the sentences and answer some simple questions about the topic.	To keep reading aloud and sounding the words slowly.
FW(7)	Phonics, blends and word formation - identified by his teacher as a key developmental need.	First assessment FW identified 11 letter sounds he can now identify 20. He is now confident in blending the CVC sounds with the middle /a/. Now needs to work on the unfamiliar vowels. At the end of the sessions he was able to blend the sounds and read 'sun' and 'cut'.	To continue to sound and blend CVC words on his own.
OJ(8)	Writing - sentences and organising/sequencing ideas. Lack of progress in writing NC grades.	OJ often wrote short or one-word answers. He worked well in sessions and was able to link ideas and begins to build simple sentences which made sense.	To try to write a sentence for his answers in class.
ZW(8)	Writing - sentences and organising/sequencing ideas. Lack of progress in writing NC grades.	ZW's written responses were often very short. In the sessions she worked hard on expanding an idea and writing it how she would say it. This led to her constructing some simple and compound sentences.	To try to write a sentence for her answers in class.
RW(8)	Writing grammatically accurate sentences - again, data suggested a lack of progress in this area.	RW often wrote single word answers to questions. He worked well in sessions and was able to construct some simple sentences on his own and, with support, some compound sentences.	To try to write a sentence for his answers in class.
DP(8)	Writing grammatically accurate sentences - again, data suggested a lack of progress in this area.	DP's answers would often be single words or short phrases. In the sessions, he showed an ability to use simple and compound structures with some confidence and has been demonstrating this in class - with a marked improvement in his writing scores as a result. DP is now beginning to use complex sentences.	To try to write a detailed compound or complex sentence when giving written answers in class.
RA(8)	Reading - decoding words and basic comprehension. Identified by staff and the Salford test results.	RA had some sessions at the start of the year and is scheduled for more in the summer. He worked on phonic blends and decoding and, though still weak in this area, he has clearly made progress and is now able to sound out many CVC, CVCC and CCVC words.	To continue to read aloud and to blend sound on his own.
ST(9)	Writing grammatically accurate sentences and writing longer, more detailed answers. Identified due to lack of	ST often wrote single word answers to questions. He worked well in sessions and was able to construct some simple sentences on his own and, with support, some compound sentences.	To try to write compound sentences to answer questions in class.

	progress with NC writing grades.		
SR(9)	Writing grammatically accurate sentences; writing longer, more detailed answers. Identified due to lack of progress with NC writing	SR often wrote single word answers to questions. He worked well in sessions and was able to construct some simple sentences on his own and, with support, some compound sentences.	To make sure that he always uses a full sentence to answer questions in class.
MH (12)	Ongoing needs with phonic blends and reading for meaning identified by staff as a result of testing.	MH is starting to show confidence in himself in sequencing and blending CVC words. M began with identifying 14 sounds, he can now identify 17. I have passed onto his TA a set of worksheets and magnetic letters to continue working on CVC words. Now working on introducing 'tricky' words: - said, the, like.	To continue working on and sounding out CVC words.
TE (13)	Decoding bi-syllabic words and reading for basic meaning. Identified by staff and test results.	TE did not like being taken out of his Music lessons. I will therefore try him in the next term's sessions, taking him out of a different lesson.	To attend the sessions next term in a different timetable slot.
FA(8)	Reading for meaning and sounding out / decoding longer words. Staff suggestion based on tests and class performance.	FA had a series of sessions at the start of the year. He read well, showing a particular love of the Oxford Owl online books. He was able to decode a range of words which he had not previously demonstrated in class and his confidence increased hugely - which seemed to be key.	To keep reading aloud and using Oxford Owl.
DH(7)	Working on basic reading/phonic skills - identified by class teacher as a key area of need.	First assessment DH identified 6 letter sounds he can now identify 13. He is confident with reading CVC words using the middle /a/. At the end of the sessions he was able to identify /u/ and could blend CVC words using this sound. Needs to continue working on unfamiliar vowel sounds in CVC words.	To continue sounding out and working on CVC words.
RH(7)	Early literacy skills - identified by baseline testing.	RH is able to write a full sentence and now needs to focus on writing slightly smaller and leave finger spaces. His reading has improved in recent tests, too and he can now blend some sounds.	To continue to work on sounding words and trying to write them using carefully formed letters.
HC(7)	Early literacy skills - identified by baseline testing.	His handwriting is improving. He was able to say in a full sentence what he liked to do at home rather than a one word answer, which he was then able to copy and write it down. Continuing with this work as well as CVC words and letter sounds.	HC will have ongoing support. His key target is to sound out CVC words successfully.
MB(8)	Writing sentences - identified by teachers as M would write pages	MB is now able to write two full sentences with only small amount of prompting. Will be working on a strategy to help her to carry through to other	To write a little and then check it makes sense and she can read it back.

	of nonsensical 3 or 4 letter words.	lessons, such as reading through her work a sentence at a time and not to rush.	Mollie will have ongoing support.
JH(7)	Working on listening/comprehension & handwriting. Identified by teachers as a key issue preventing progress.	JH would often call out or fail to follow instructions carefully. We have worked on turn taking and listening to all of the instruction rather than rushing to start. He appears to be making some progress, especially with instructions.	To listen and wait until you are told to start a task.
RE(7)	Working on listening/comprehension & handwriting. Identified by teachers as a key issue preventing progress.	RE was unable to wait his turn when speaking. RE has worked on listening carefully to others and not acting on the first section of information given. I have observed him transferring this skill in his English lesson. RE needs to continue using this skill in his other lessons.	To listen and wait until you are told to start a task.
RC(7)	Working on listening/comprehension & handwriting. Identified by teachers as a key issue preventing progress.	RC was unable to wait his turn when speaking. By using the 'speaking box', RC knows that it his turn to speak when he is holding it. I have observed him transferring this skill in his English lesson. RC needs to continue using this skill in his other lessons.	To listen when others are giving you information and wait your turn to speak.
QD(7)	Early literacy skills - identified by baseline testing.	QD identified 12 sounds of the alphabet originally and is now able to identify 18 sounds. He has become confident with CVC words using the /a/ as the middle sound but needs to continue working on the rest of the vowel sounds.	To keep working on CVC words which have e, i, o and u in the middle.
CC(7)	Early literacy skills - identified by baseline testing.	CC's first assessment he could identify 14 sounds from the alphabet, at the end he was able to identify 19 sounds. Confident at blending CVC words with /a/ and /e/, now needs to work on /i/, /o/ and /u/.	To keep working on CVC words which have i, o and u in the middle.

Specific impact of Numeracy Interventions 2014-15

Specific impact of Numeracy Interventions 2014-15			
*See Appendix 1.3 for 2013-14 Specific Impacts			
Student / Year:	Issue/need:	Progress made /Impact:	Next steps:
QD (7)	Ability to use and apply skills involving addition and subtraction.	QD is becoming more familiar with concept and can now work with more independence. Using numbers to 20.	To begin to work with larger numbers.
JR (7)	Ability to use and apply skills involving addition and subtraction.	JR is becoming more familiar with concept and can now work with more independence. Using numbers to 20.	To begin to work with larger numbers.

RH (7)	Ability to use and apply skills involving addition and subtraction.	RH is becoming more familiar with concept and can now work with more independence. Using numbers to 20.	To begin to work with larger numbers.
HC	Ability to apply concepts with independence. To work with numbers beyond 10.	HC is now able to work without 1-1 support when working with numbers up to and including 15.	To begin to work with larger numbers.
CC	Ability to count reliably and recognise numbers more or less than a given number.	CC can now reliably count to 20 and is able to fill in missing numbers in a sequence up to 20.	To begin to work with larger numbers.
LD	Ability to work confidently with numbers beyond 35 and to use and apply 4 rules of number with accuracy when working independently.	LD can now independently use and apply her knowledge of the number system to carry out more challenging calculations.	
MCB (8)	To build confidence when working on multiplication and division facts.	MCB is now able to multiply 2 digits by a single digit and is beginning to become familiar with the associated division facts.	To increase knowledge of division.
CG (8)	To build confidence when working on multiplication and division facts.	CG is now able to multiply 2 digits by a single digit and is beginning to become familiar with the associated division facts.	To increase knowledge of division.
BY (8)	To build confidence when working on multiplication and division facts.	BY is now able to multiply 2 digits by a single digit and is beginning to become familiar with the associated division facts.	To increase knowledge of division.
LH (8)	To build confidence when working on multiplication	LH is now able to multiply 2 digits by a single digit.	To increase knowledge of division.
A O'C (8)	To work on using and applying rules relating to division.	A O'C is now able to divide with more confidence.	To increase knowledge of division.