Benfield School

Year 7 Literacy Catch-Up Funding – Outline of Spending and Development Plan

Proposed deployment of funding 2019-20 academic year

Literacy and numeracy catch-up funding provides schools with an additional £500 for each pupil who did not achieve at least level 4 equivalent in English reading and/or mathematics at the end of Key Stage 2. Benfield School has received **£23,585** towards catch-up in the academic year 2017-18.

How is this funding utilised within Benfield School?

- Salary of Literacy co-ordinator
- Purchasing of literacy-based resources i.e. form class reading books KS3
- Purchasing of ICT based literacy software and assessment packages i.e. Accelerated Reader, STAR Reader, Read, Write, Inc. & Hickey Multi-sensory Language Course
- Literacy rewards
- Reciprocal reading scheme resources
- Staff CPD – 'Engaging Reading Training'

Accelerated Reader can provide data in variety of ways. For example, it can inform:
- How many books a child has read and understood
- How many words they have read
- What level those books were at
- An approximation of how much time they spend reading a day
- What their reading age is
- What level of books they should be reading
- How many months they have gained or lost from the start of the year and the end of the year, or from the start and end of a term

This information can be reported by class or by year group. Reading ages are calculated via by a multiple-choice STAR reading test. It should be noted that these tests are not completely accurate and there are always anomalous results with every cohort. Testing them at the start and end of each term helps to give a more accurate picture, but there are still significant anomalies.

What are the next steps in 2019-20?

1. Accelerated reader programme will be expanded to support students within Year 10 who require additional support with their literacy

2. Reading Club will continue to take place with LSA support. This takes place over **two mornings per week** for a period of 30 minutes per session via **1-2-1 delivery**. Engagement with parents/guardians is also facilitated.

3. Key literacy staff will continue to concurrently run a **Reciprocal Reading** session using Year 11 and Post 16 students as reading mentors

   mentors aimed at pupils who struggle with comprehension.

4. Benfield School is encouraging **greater home involvement** with a reading expectation sheet and access for parents/caregivers using Accelerated Reader Home Connect.

5. All class teachers will continue to monitor class reading, now using a **standard reading log.**

6. A key literacy member of staff will give all pupils an **individualised points target** every half-term, which will be rewarded by class teachers

   with P2-P5 within the whole school rewards system.

7. Key members of literacy staff will deliver literacy intervention to **small withdrawal groups** throughout the year.

8. A key member of literacy staff will have a small English nurture group in Year 7, 8 and 9; following the Read, Write, Inc Fresh Start programme

   with Year 7.

9. We have invested in the **Bedrock vocabulary programme** for all pupils which should have a noticeable impact on their reading abilities.

Most recently updated September 2019

Key focus: To improve the reading age so that all students are or become 'fluent' readers and improve the standard of writing across all departments.

1. **Ensure KS3 pupils are engaged with reading.**

Key objectives	Who	When	Support / Financial Implications	Monitoring and milestones	Evaluation	Success Outcomes	RAG
All pupils in KS3 have weekly reading lessons	English Dept ER/MC	Weekly	Accelerated Reader – needs to be expanded to year 10 (Test) £1520	STAR reading tests at the beginning and end of each term. Weekly monitoring of pupil engagement using data from Accelerated Reader for students with reading age below 9 years.	Data is analysed and interventions put in place	Increased student levels of reading engagement.	■
All pupils understand expectations around reading	English Dept/Year leaders/Progress manager/SLT	On-going	Posters to increase profile of and advertise reading	Pupils understand where they are on the reading ladder, and rewards and consequences are consistently followed through by the class teacher in the first instance and the pastoral team/SLT when appropriate. ER/MC check data half-termly to monitor reading engagement.	Pupil Feedback Staff Feedback Accelerated Reader Data	All pupils read in reading lessons and pass an appropriate number of quizzes	■
To continue to promote a culture of reading across the school	ER/MC All Staff	Ongoing/specific days	Cost of posters	The library continues to be a centre of promotion for reading through displays/competitions/challenges. CPD in 'Reading Engagement' is delivered.	Pupil Feedback Staff Feedback	Displays around the school reflect the engagement of all staff with reading. Staff are having conversations around reading.	■
Continue with the successful 'Word Millionaires' scheme	LP/MC	Ongoing/specific days	Rewards budget	Students record words and can recite them in assessment.	Assessment Pupil Feedback	An increase from last academic year of the number of students	■

3

Key objectives	Who	When	Support / Financial Implications	Monitoring and milestones	Evaluation	Success Outcomes	RAG
						across the school reaching this benchmark	(green)
All Key Stage 3 students maintain own personal Reading Book for use in morning registration period	All Staff	Weekly	Purchase of books for form classes to ensure all students are able to access a book in addition to school library Accelerated scheme books £1560	Weekly monitoring of pupil engagement	Pupil Feedback Staff Feedback Accelerated Reader Data	Increased student levels of reading engagement.	(yellow)
Reading Club operates for all students across the school in order to increase access to books and reading to further develop skills and confidence.	ER/MC 1-2-1 reading mentor support	Two mornings per week for 60 minutes.	Purchase of books for form classes to ensure all students are able to access a book in addition to school library Accelerated scheme books	Weekly monitoring of pupil engagement	Pupil Feedback	Increased student levels of reading engagement.	(green)

2. <u>**Ensure there is appropriate literacy intervention for pupils**</u>

Key objectives	Who	When	Support / Financial Implications	Monitoring and milestones	Evaluation	Success Outcomes	RAG
Maintain post of Literacy Intervention co-ordinator	ER	From Sept'19	Salary	Performance Management	Pupil reading progress data Student feedback	Evidence of improved reading ages Increased profile of literacy across the school	(green)
Pupils who are at a reading age 6.6 or below receive a phonics-based programme.	ER/MW	4 times a week	Literacy First programme	Pupils use Literacy First software that monitors their performance.	Pupils' reading ages are tested at the end of the programme.	Pupils reading ages have gone up by an appropriate level	(green)
Pupils who are approximately at a reading age of 6.6-7.6 receive an	ER	4 times a week	Literacy First programme	Pupils are teacher assessed throughout the year.	Pupils' reading ages are tested termly and their writing is teacher assessed termly also.	Pupils have improved their reading and writing by an appropriate level.	(green)

appropriate curriculum							🟩
Pupils who are approximately at a reading age of 7.6-9.6 receive targeted small group intervention	ER	Half-termly	Literacy First programme	Pupils are assessed at the start and end of their half-termly withdrawal intervention using levels.	Pupils make expected levels of progress	Pupils have improved in the targeted area.	🟩
Investigate the purchase of Pixl Vocabulary app in order to develop literacy/oracy skills of identified students	ER	Term 1	Cost of software licence £410	Pupils use PiXL software that monitors their performance through testing.	Pupils' vobaulary is tested at periodical intervals.	Pupils have improved their vocabulary by an appropriate level based upon starting point.	🟩

3. **Ensure there is appropriate reading intervention for pupils**

Key objectives	Who	When	Support / Financial Implications	Monitoring and milestones	Evaluation	Success Outcomes	RAG
Pupils who are below a reading age of approximately 9 are given additional support	ER/MC/LSAs/Pupil mentors	Twice Weekly	Purchase of books ££	Pupils read with a mentor who monitors their reading (Year 11 or Post 16 student).	Pupils complete a STAR test at the beginning and end of each term.	Pupils' reading ages have gone up by an appropriate level	🟩
Pupils who struggle with reading comprehension are given extra support via Reciprocal Reading course	LP/pupil leader	Twice weekly	Purchase of books ££	Pupils participate in a Reciprocal Reading group, monitored by a leader.	Pupils complete a STAR test at the beginning and end of each term.	Pupils' reading ages have gone up by an appropriate level	🟩
Pupils with Dyslexia and other learning difficulties	AA/ER	Twice weekly	LSAs/Resources	Regular meetings between ER and AA to discuss support.	Pupils complete a STAR test at the	Pupils are receiving appropriate support	🟨

are given the appropriate support within Learning Support through Hickey Multi-Sensory Language Course			Cost of Hickey Reading Course £££		beginning and end of each term.	

4. Ensure all departments are actively teaching literacy.

Key objectives	Who	When	Support / Financial Implications	Monitoring and milestones	Evaluation	Success Outcomes	RAG
All teaching staff to use a common literacy marking scheme and model writing where appropriate	All staff	Ongoing	Meeting time Staff CPD	CPD to support Staff's knowledge and understanding of marking literacy errors and how to model writing. Whole school literacy marking scheme is in place.	Book Scrutiny Deep Dives – Literacy Learning walks	Pupils' books show evidence of consistent literacy marking across all departments. Students are aware of generic requirements of different types of writing.	

5. Tackle barriers to literacy.

Key objectives	Who	When	Support / Financial Implications	Monitoring and milestones	Evaluation	Success Outcomes	RAG
All pupils have a wider vocabulary	AL	Weekly	'Bedrock' software	Teachers monitor their pupils' use of Bedrock vocabulary	Pupils are tested at the end of every block	Pupils pass the appropriate number of tests.	
All pupils in KS3 are taught oracy skills	ER/teaching staff	On-going	Voice North of the Tyne project funds Oracy	ER to promote, support and monitor oracy and P4C according to the project timetable.	The project provides an evaluation structure.	Oracy is embedded in the school	
Repeat 'No Pen Wednesday' format this academic year	ER	Termly	n/a				

to develop oracy skills of students						🟨
Pupils continue to be taught an engaging and challenging syllabus that covers a range of texts by highly skilled staff.	English Dept	Ongoing	Department budget	Half-termly assessments of either reading or writing. End of year tests.	Book Scrutiny Deep Dives – Literacy Learning walks Student voice feedback	The curriculum is appropriate and accessible to all learners Opportunities to enrich cultural capital are rich and wide

REVIEW

<u>September 2020 Review of impact of spending - What was the impact of the funding?</u>