



Benfield School

Year 7 Literacy Catch-Up Funding

Deployment of funding and Impact 2018-19 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 received £21, 227 towards catch-up in the academic year 2018-19.

How is this funding utilised within Benfield School?

- Salary of Literacy co-ordinator
- Purchasing of literacy-based resources
- Purchasing of ICT based literacy software and assessment packages (Accelerated Reader)

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.

Term 1 Recap

- 32 students received reading intervention through reciprocal reading
- 50% of students made progress with their reading, based on their STAR test results.
- 22% of students made *significant* progress so they 'graduated' from morning reading and are now back with their form teacher.

At the end of Term 2, What has the impact of the funding?

Year 7

In September 2018, no of pupils whose reading age was below 9.6 years	74
---	----

Average Reading age September 2018	10 years
------------------------------------	----------

By April 2019, no of pupils whose reading age was below 9.6 years	60
---	----

Average reading age in April 10 2019	10 y 6 m
--------------------------------------	----------

Average progress for all pupils	6 m's
---------------------------------	-------

Of those students receiving intervention:

- 52 students have a reading age which has improved since September 2018
- 3 students have a reading age which has remained the same
- 13 students have a reading age which has not improved and performance in some testing has shown slight regression. There are individual reasons for this that key staff are aware of i.e. attendance/SEND issues.

Student Voice Feedback – April 2019

Literacy Intervention Student Voice

In total, six students were sampled for their views on the impact of reading intervention across Year 7. They all confirmed that they enjoyed working in small groups and felt that the extra attention was helpful from key staff. They all felt that they now had more confidence in English since working with Mrs Rickard. They all confirmed that as a result of targeted intervention, that had all made an effort to read more, though some were more successful than others.

Despite working with Mrs Rickard they all acknowledged that they still struggle in English and some pupils in particular were still very negative about their own reading and writing skills. One pupil expressed regret that he hadn't worked harder during his intervention lessons. All students spoken to asked for more intervention.

Reciprocal Reading Student Voice

In total, nine pupils were spoken to, and all bar one only had positive things to say about reciprocal reading.

All of the pupils felt they had made progress with their reading. Most of them felt it had also helped with their work in English lessons as well. The general consensus was that they are reading more regularly and that their vocabulary has improved.

Overall, students reported that the sessions are very well lead by both the Year 11 and Year 10 mentors and nearly all the pupils are always focussed and calm. One pupil pointed out that she was often overlooked in lessons but these sessions gave her a chance to contribute and be heard.

Which additional strategies have continued to be implemented?

1. Reading Club takes place in the library twice a week from 8.40-9.05. Year 7 pupils whose reading ages were between 7.6-9.6, and some who were recommended by teachers, attend and read to a year 11 or sixth form mentor.
2. Every year 7 and 8 class within the school has a reading lesson once per week. The class teacher remains responsible for monitoring the reading of their class, using Accelerated Reader. Data is generated and shared and key literacy intervention staff also support individual pupils who have not been present for assessments during this period of time.
3. Key literacy staff continue to successfully organise whole school competitions, certificates and awards throughout the year, designed to support literacy and reading. New 'Reading Champion' badges and certificates were issued to identified students in May 2019.
4. The Literacy co-ordinator continues to deliver literacy intervention twice each week as Raise lessons to whole classes, including identified groups within Year 7, Year 8 and Year 9. Raise is also continued to be delivered to other groups by wider staff as part of a whole school approach to improving literacy and promoting the profile of literacy
6. Key staff continue to deliver EAL literacy based support during morning registration period.

What are the priorities in the remainder of the current 2018-19 academic year?

1. Reading Club will continue to take place with **LSA support**.
2. Key literacy staff will concurrently run a **Reciprocal Reading** session using Year 11 mentors aimed at pupils who struggle with comprehension but the GCSE examination are soon to begin so alternative mentors are to be sought.
3. Benfield School continues to encourage **greater home involvement** with a reading expectation sheet and access for parents/caregivers using Accelerated Reader Home Connect.
4. All class teachers will continue to monitor class reading, using a **standard reading log**.
5. A key literacy member of staff issues 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.
6. Key members of literacy staff will continue to deliver literacy intervention to **small withdrawal groups** throughout the year.
8. A key member of literacy staff will continue to have a small English nurture group in Year 7, 8 and 9; following the ReadWriteInc Fresh

Start programme with Year 7.

9. **Bedrock vocabulary programme** for all pupils is continuing to have a noticeable impact on their reading abilities.

Benfield Year 7 – Reading Intervention Tracker (April 2019 Update)

Student	PP	Intervention	Reading Intervention				Reading Club	Reciprocal Reading			ReadWriteInc
			RA at start	RA at end	Reading int.	Reading int.		Reading Club	Star Test 1 (Oct '18)	Star Test 2 (Feb '19)	
1	P	Y	8.01	7.11	Nov-Dec						
2	P	Y	8:11	9.06	Sept-Oct	Jan-Feb			9.06	8.05	
3	P	Y	9:09					9.09	9.09	11.01	
4	P	Y	8.09	10.01			RC				
5	P	Y					RC				
6	P	Y	9:05	8:11	Sept-Oct						
7	P	Y	8:03	9			RC				
8	P	Y	9:03	9:03	Sept-Oct	Jan - Feb			9.03	8.1	
9	P	Y	10:01					10.01	9.02	8.09	
10	P	Y									RWI
11		Y	9:06	10:05	Sept-Oct				10.05	9.01	
12	P	Y	8:07	9.04	Nov-Dec		RC				
13		Y	10:00					10.01	9.05	11.08	
14	P	Y	8:07	8.11			RC				
15	P	Y	8:08	7.08	Nov-Dec		RC				
16	P	Y	9.07	8.11	Nov-Dec						
17	P	Y	8:04	9.1			RC				
18	P	Y	9:10					9.1	11.06		
19	P	Y	10:09					10.09	10.05	10.02	
20	P	Y	8:10	8:11	Sept-Oct	Jan - Feb					

21	P	Y	9:02	9:05	Sept-Oct					
22	P	Y	9	8.08	Sept-Oct	Jan-Feb				
23	P	Y	10:06				10.06	11.02		
24		Y	9:09				9.09	9	10.1	
25		Y	10:01				10.01	9.09	10.02	
26		Y	10:04				10.04	9.08	10.06	
27	P	Y	7.11	9.09	Nov-Dec					
28	P	Y	10:02				10.02	12.03		
29	P	Y	9:02	10.03	Sept-Oct	Jan-Feb				
30	P	Y	6:04	7.01						RWI
31		Y	6:06	7.11						RWI
32		Y	9:06	10.09	Sept-Oct					
33	P	Y	8:11	10.08	Sept-Oct					
34	P	Y	8:10	8.09	Sept-Oct	Jan-Feb				
35		Y	9:10				8.03	9.01	10.05	
36	P	Y	9:10				9.1	10.02		
37	P	Y	10:09				9.1	11.06	12.02	
38	P	Y	10:09				10.09	10.11		
39	P	Y	10:08				10.09	11.11	12.01	
40		Y	10:04				10.08	10.11		
41	P	Y	9:05	10.05	Sept-Oct	Jan-Feb				
42	P	Y	10:09				10.04	10.03		
43	P	Y	8:07	9.06			RC			
44		Y	9:09				10.09	9.02	9.11	
45	P	Y	10:05				9.09	9.04		
46	P	Y	8.01	8.02			10.05	10.11		
47	P	Y	10:00				10	10.06	13.09	
48		Y								RWI
49		Y	9:11				9.11	10.11	8.11	
50		Y	9:09				9.09	10.04	10.03	
51	P	Y	10:05				10.05	10.1	LEFT SCHOOL	

52	P	Y	8.09	10.06			RC			
53	P	Y	10:00					10	9.11	10.08
54	P	Y	9:04	8.03	Sept-Oct					
55	P	Y	10:04					10.04	10.04	11.01
56	P	Y	9:05	10.1	Sept-Oct	Jan-Feb				
57	P	Y	8:07	10.01	Nov-Dec		RC			
58	P	Y	8:06	9.07	Nov-Dec		RC			
59	P	Y	8:06				RC			
60		Y	10:05					10.05	9.05	10.05
61	P	Y	8:08	9.05	Sept-Oct					
62		Y	9:04	11.06	Sept-Oct					
63	P	Y	8:07	9.03			RC			
64	P	Y	10:02					10.02	10.02	11.06
65	P	Y	8	8.01			RC			
66		Y	10:03					10.03	9.1	10.11
67	P	Y	8:09	9			RC			
68	P	Y	8:05	10.09			RC		10.03	12.04
69		Y	10:03					10.03	10.08	11.04
70		Y	10:03					10.03	10.03	9.1
71	P	Y	10:09					10.09	12.05	
72		Y	7.09	6.1	Nov-Dec					

End of Term 3 Review

Year 7

Average reading age in September: 10 years

Average reading age in July: 10 years 6 months

Average change: 6 months

Number of students at/above benchmark in September: 78

Number of students at/above benchmark in July: 86

Year 8

Average reading age in September: 10 years 7 months

Average reading age in July: 11 years 3 months

Average change: + 8 months

Number of students at/above benchmark in September: 72

Number of students at/above benchmark in July: 97

Literacy Development Plan 2018-19

Key focus: To improve the reading age so that all students have a reading age within 18 months of their chronological age, 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 9	STAR reading tests at the beginning and end of each term. Weekly monitoring of pupil engagement using data from Accelerated Reader	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 managers/SLT	Ongoing		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.	Pupil Feedback Staff Feedback Accelerated Reader Data	All pupils read in reading lessons and pass an appropriate number of quizzes	

				ER/MC check data half-termly to monitor reading engagement.			
To continue to promote a culture of reading	ER/MC All Staff	Ongoing/specific days		The library continues to be a centre of promotion for reading through displays/competitions/challenges. CPD in Reading Engagement is delivered.		Displays around the school reflect the engagement of all staff with reading. Staff are having conversations around reading .	

2. Ensure there is appropriate literacy intervention for pupils

Key objectives	Who	When	Support / Financial Implications	Monitoring and milestones	Evaluation	Success Outcomes	RAG
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	
Pupils who are approximately at a reading age of 6.6-7.6 receive an appropriate curriculum	ER	4 times a week		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.	
Pupils who are approximately at a reading age of 7.6-9.6 receive targeted small group intervention	ER	Half-termly		Pupils are assessed at the start and end of their half-termly withdrawal intervention using ilevels.	Pupils make expected levels of progress	Pupils have improved in the targeted area.	

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 extra support	ER/MC/LSAs/Pupil mentors	Twice Weekly		Pupils read with a mentor who monitors their reading.	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	LP/pupil leader	Twice weekly		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 are given the appropriate support.	AA/ER		LSAs/Resources	Regular meetings between ER and AA to discuss support.	Pupils complete a STAR test at the beginning and end of each term.	Pupils are receiving appropriate support	

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		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	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		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	
Pupils continue to be taught an engaging and challenging syllabus that covers a range of texts by highly skilled staff.	English Dept	Ongoing		Half-termly assessments of either reading or writing. End of year tests.			