

Reddish Vale High School 2020-21

Numeracy and Literacy Review and Plan for 2021-22

English and Maths Catch Up Premium:

The Year 7 Catch-up premium provides additional funding to schools to accelerate the progress of identified students in English and Mathematics. The funding is aimed at Year 7 pupils who did not meet the national standards in Key Stage 2 national curriculum tests in reading and/or mathematics. The funding enables the school to deliver additional support to enable students to make swift progress in order to catch-up with their peers.

The funding allocation we received in 2020-21 was £18,132

Catch-up funding is targeted to boost progress in English and / or mathematics with strategies matched to the specific needs of students. Schools are required to select programmes and approaches which have either been proved to be effective or are showing early promise.

Effective use of funding to support catch-up includes:

- individual tuition in addition to classroom teaching
- intensive small-group tuition
- purchasing external services and materials to add to those provided by the school, for example tutor services or proven computer- based learning or online support

English interventions and impacts

During the 2020-21 academic year the following interventions were put in place:

Intervention were put in place aimed at students with reading ages significantly below their chronological ages.

The data was made up of an average score from the NFER Reading Test and the Literacy Assessment Score. Interventions ran during tutor time, twenty minutes, in small groups.

Interventions were led by Reddish Vale High School's Learning Behaviour Mentors. Tutor-time intervention groups were set up to support learning, behaviour and well-being and increase pupils' confidence, especially with reading.

An hour's library lesson was timetabled fortnightly with literacy specialists in order to complete reading-based challenges and to promote their love of reading.

Form Time Reading Intervention

Due to the impact of Covid, we were limited in terms of the numbers of pupils we could impact upon. However, we were still able to complete intervention with a number of pupils:

No. of pupils	61
PP %	34.4%
SEN%	34%
Gender split	35 Boys 26 Girls
Impact on reading age	+1.12

In order to find out the reading ages of the pupils the NFER was conducted, this is a multiple choice question style test. The pupils have a sentence with a word missing and have to select which word they think would be most appropriate for the sentence, they have a choice of 5 different answers. The NFER tests reading by looking at pupil's grammar, spelling and punctuation.

The SEND team assessed and put together lists of all pupils in each year group that we would like to offer intervention too in terms of improving reading across the board. These were separated into two groups RA of 9 and below and RA 9-11. We were then directed to support the pupils with the lowest reading ages that were below 9. If reading below 9, it is extremely difficult to access what is happening in a KS3 classroom. This was our given priority.

There were multiple different resources used within this intervention, each LBM chose what they believed to be most appropriate for the pupils they were working with. For example, many of us used reading comprehension worksheets for our 1:1 reading sessions as we had a large choice of what the topic for each reading session would be, we would base this upon their interests to keep them engaged and this also allowed us to ensure the work given was age appropriate due to the 1:1 reading sessions being with the pupils with the lowest reading ages.

The reading interventions were delivered every morning during tutor times, this was enough time to collect pupils from their tutor groups and go to the designated space to read. The only obstacle to this is when assemblies started back up we did not want the pupils to miss their assembly every week so we had to move some sessions around.

Year 7

Within year 7, 76% of pupils improved their reading age. Six of these pupils improved by 1 year (35%), one pupil improved by 2 years (11.8%) and all other pupils improved by 5-9 months (23.5%). The four pupils who show to have made no progress are down to only completing one NFER test due to self-isolation or that the pupil has joined school midterm or that the pupils have additional needs which may impact on their progress.

63% of PP pupils made progress and one of our most significant successes was a Year 7 female student who has improved from a reading age of 6 years and 5 months to 8 years and 10 months.

Year 8

Within the cohort we were working with 61% have made increased their reading age to closer to their chronological reading age, making a positive impact to them accessing a key stage three curriculum as they move

up into their next year group. From the six pupils on the SEND register three of these have improved by 1 year (60%) and the two others improving by 1-8 months (40%).

70% of PP pupils also improved their reading age.

Two pupils improve their reading age by 1 year and 9 months (28%), one pupil improved their reading age by 1 year and 5 months (14%) and the other pupils improved their reading age between 1 and 9 months (57%).

There has unfortunately been four pupils who have regressed with their reading age between completing the NFER, of the four there are two pupils who have digressed by 3 months and the other two pupils have digressed between 1 year and 1 year and 4 months. When looking at the pupils who have digressed it is essential to consider their attendance to intervention and also that the pupils have additional needs which may impact on their progress.

Year 9

69% of the cohort have improved their reading age. The most significant success in year 9 was a male student who improved his reading age from 6 years and 10 months to 10 years and 2 months.

(61%) of the group were on the SEND register, one pupil improved by 3 years 9 months (12.5%), one pupil by 2 years, one pupil improved by 9 months, 8 months and another improved by 6 months. Two pupils scored the same reading age each time the NFER was carried out, due to the pupil's attendance to intervention and them having additional needs which may impact on their progress. There has been one pupil whose score has digressed which has been down to the pupil having additional needs which may impact on their progress.

57% of PP students have raised their reading age closer to their chronological age. 43% who show to have made no progress are down to low attendance to the intervention running during tutor time due to self-isolation.

Year 10

For year 10 reading interventions we increased our reading ages to 12 years and 2 months, there were ten pupils accessing the intervention, however, I can only discuss the impact data for seven of these pupils due to three pupils only having completed one NFER so having no comparative reading score.

Within the year 10 cohort five of the pupils are on the SEND register, within this cohort, 100% of pupils improved their reading age. One pupil improved by 3 years 9 months (20%), two pupils improved by 2 years (40%) one pupil by 1 year (20%) and the other pupil by 3 months (20%).

There are four PP pupils within the year 10 cohort accessing the literacy intervention, 100% of these pupils again improved their reading age, one pupil improved by 3 years (25%), two pupils improved by 2 years (50%), and one pupil improved by 9 months (25%).

Summary

In all groups, improvements in reading ages were achieved with an overall average increase in reading ages of 1.12 years in a 3 month phase. This is especially important as these are pupils that were making traditionally much lower progress in their reading. Where this was limited (in the case of group 2), there was a direct correlation between pupil engagement and attendance and performance in said reading groups. Where pupils attended regularly, large jumps in achievement were evident.

Interventions were reviewed weekly, analysing the deficits and re-designing the intervention curriculum to improve progress. Reddish Vale High School believe in an evidence-based approach to interventions and have designed the intervention curriculum based on the pedagogies of leaders in the field of reading such as Alex Quigley, Doug Lemov and

David Didau. Through the intervention process, individual students could be targeted for further one-to-one support and screened for SEND needs if identified.

In a student voice, students stated that they felt more confident reading in term three than they did at the start of the year. Students were also conscious that their reading and vocabulary had improved. Teacher feedback also indicated that there had been an improvement in students' attitude to reading independently and aloud in class.

As a result, for the academic Year 2021-22, we will be carrying out the following interventions in English:

KS3 Reading Intervention

- All LBMs have been trained in reading intervention skills and how to use the booklet
- Students selected for intervention
- Word of the Week
- Buddy reading with Year 10 and Year 7s

KS3 Tutor time literacy scheme

- Form time sessions will have a literacy focus once a week, with specialist resources aimed at improving pupils' basic literacy levels.
- Intensive support from specialist learning behaviour mentor staff.
- Small group intervention will again be in place

Numeracy Interventions and Impacts

During 2020 - 2021 academic year we put the following interventions in place:

- Students with a KS2 score of < 90 were taught in smaller groups by a maths specialist; practical apparatus purchased for these groups.
- Form time Intervention was put in place
- 121 tuition with a Maths tutor was put in place
- In class targeted intervention.
- Form numeracy sessions delivered during form time.

Due to the impact of Covid, impact data has been hampered but we have been able to ascertain the impact that our form time numeracy impact has had on Year 7:

No. of pupils	120
PP %	57
SEN%	32

Numeracy Interventions for 2020-21 consisted of tutor time interventions and lesson time intervention. Tutor time intervention (TTI) focused on ensuring students had a solid understanding of essential prior learning to access the curriculum for their current year group, prioritising PP students, and lesson time intervention (LTI) focussed on closing gaps identified in topic test QLAs and providing additional support to LAC and PP students.

All classes in year 8, 9 and 10 completed multiple choice baseline tests created in google forms based on essential prior learning to access the curriculum for each year group. Maths teachers used this information to inform Do Now tasks through the autumn term. Results from these were analysed to identify priority of need, generate groups based on similar gaps, set intervention topics and to enable impact to be assessed. As the year 7 maths curriculum is designed to develop learning in fundamental areas of maths, in class topic assessments from half term 1 were used to inform intervention.

Students identified from maths assessments and topics taken from QLAs. LAC and PP students prioritised in individual and small groups with YIPIAP tutor. Mostly taken out of lessons but some in class support, maths staff liaised with tutor to ensure Maths content missed was covered as well as topics needed in term 1, by term 3 most sessions were run out of maths time in order to negate this impact.

A significant proportion of students identified for intervention have issues regarding attendance and punctuality which had some impact on attendance particularly with morning session. Reminders were sent to tutors and staff running sessions

collected students. Moving Year 8 and 9 tutor time to the end of school day had a positive effect for those year groups. In order to complete the full session, students in these year groups were taken out of period 5 early but having PE period 5 meant that some year 8 sessions were unable to run and could not be moved to alternative days due to availability of staffing. Affected groups were given additional intervention in HT6. The quality of delivery by non-maths specialists was a potential barrier to the impact of interventions thus training sessions were planned and delivered to all staff running interventions. Procedures for intervention session structure including recording attendance and delivering content were clearly set out and guides shared.

Century Tech was used for TTI as it includes explanations, which could be delivered by intervention staff, as well as work for students to complete on identified areas for development. Nuggets were set and monitored weekly to check completion rates and adapt subsequent sessions. LTI in term 1 consisted of in class support and removal of students to work on content identified by the classroom teacher to ensure gaps were closed without students missing out on the learning of the lesson they were taken out of. In term 3, the LTI timetable was reorganised so that, where possible, students in need of intervention were not disadvantaged by missing their normal maths lessons. Content covered in these sessions was now prescribe based on topics identified in QLAs using a mixture of Maths Watch and textbooks. Regular communication with YIPIYAP tutor was maintained to ensure consistent approach and resources were appropriate to need.

TTI: In term 1 weekly sessions with three groups of six students ran with approximately 8 sessions per group. Sessions planned for term 2 were unable to run due to being impacted by the national lockdown. Due to the limited time remaining in term 3, two sessions per week for two groups of six are running in order to have a significant impact on those groups.

LTI: A mixture of individuals and small groups allocated 2-4 sessions over the two week timetable. Regularly communication with YIPIYAP tutor and amendments made to schedule in response to staff absence, isolations and students engagement in intervention.

Looking forward to 2021-22 numeracy intervention planning LTI to run with Tutor Trust, baselining and resources to be reviewed with them ideally before summer. This to be regularly reviewed and supplemented where necessary. Provisional list of students identified. This will need to be reviewed once all assessment data is collected due to delays caused by self-isolation of bubbles. Baseline assessments to be updated in light of new curriculum planning to identify students for TTI. Additional topic areas to be added to ensure sufficient areas of development are identified; particularly students with higher prior attainment.

Impact

TTI

Year 8

All: 50% improved with an average of 3 key topics improvement

PP: 33% improved with an average of 3 key topics improvement

SEN: 100% improved with an average of 3 key topics improvement

Year 9

All: 71% improved with an average of 5 key topics improvement

PP: 66% improved with an average of 5 key topics improvement

SEN: 50% improved with an average of 2 key topics improvement

Year 10

All: 73% improved with an average of 8 key topics improvement

PP: 100% improved with an average of 8 key topics improvement

SEN: 100% improved with an average of 11 key topics improvement

As a result, for the academic Year 2021 - 2022, we will be carrying out the following interventions in mathematics:

- Students with lower CATs scores will be taught in smaller groups by a maths specialist; practical apparatus will be purchased for these groups.
- In class targeted intervention from specialist LBMs
- Form numeracy sessions delivered by maths specialists.
- Tutoring on a 1:3 basis for 90 pupils will be put in place (75% PP) via the Tutor Trust
- Times Table Rockstars - Year 7
 - Times tables are a barrier to entry for GCSE questions which tax working memory for problem solving
 - Students complete 3x3 minute challenge a week with music playing, interleaved e.g. 2s,4s,5s separately then 2s, 4s & 5s together
 - Baseline times table grid - Tracked on the website which is being updated and reviewed in T&L on Thursday
- More effective baseline testing for intervention groups:
 - Used to identify essential topics from previous years to form intervention groups (8-10) with CATs being used for year 7
 - Using numeracy data gained from form sessions formatively for all students in lessons.