

Literacy

Organisation and Selection Literacy

Literacy Intervention Year 7 Students were selected based on their KS2 data and Reading age. Those identified were divided into three groups: Lit 1 (weak phonics), Lit 2 (some phonic work and comprehension/inference required) and Lit 3 (increase vocabulary, comprehension/inference required). Numbers were limited in each category due to teaching capacity. Students were also screened using the PIXL phonics screener, took the Hodder Reading test and a miscue analysis to confirm area of need. Students receive 1x50 minute intervention lesson with a reading log homework and were listened to in the library lesson either by Literacy LSA or Sixth form student with bookmarks to focus their attention on a skill area identified from the miscue analysis.

In addition, students who were identified as having a reading age (RA) 2 years below their chronological age but for whom there may not be withdrawal capacity, or are only 1 year below chronological age (CA) were also listened to in these lessons by an LSA or Sixth form student.

Students who made progress and closed the CA/RA gap were either moved up to the next stage of intervention or removed from intervention following discussion with the Intervention Teacher, SENDCo, English Teacher and Literacy LSA. Students graduating remain on watch and may become part of the Wave monitoring/intervention system for the Renaissance Reading Scheme.

The results of the Renaissance scheme were monitored to ensure any students highlighted as “on watch” or “intervention” either were placed on small group intervention or spent time with the literacy LSA in library lessons.

At the end of Yr 7 the results of all students were reviewed to determine students requiring additional support. Students with a RA more than 2yrs below CA received either withdrawal intervention once a week or library support as in Yr 7.

In addition, our SEND students in Year 7-9 read with an LSA once a week.

The intervention scheme was extended into Year 9 & 10 as follows:

- a) Students with a RA 10-12.6 used the computer programme IXL, use a Reading Log and read and discuss topics with an English teacher once a week. Results will be available for this cohort in February as intervention did not start until after the October half term.
- b) Students with a RA less than 10 years received withdrawal intervention. This focuses on increasing vocabulary using prefixes, suffixes and root words and reading / discussion for comprehension and inference. Literacy 4. The nature of the programme should improve comprehension across the curriculum.

Numeracy Intervention

Organisation and Selection Literacy

Students were identified from either intake, or end of year 8 data. They follow a bespoke programme covering the basics of numeracy in a hierarchical order of skills and concepts.

Graduation occurs once a student reaches level 4a/5c , standard scaled score 722-763(dependent on the year) , their year library and discussion with the SENDCo and maths teacher to ensure transfer of skills to the standard curriculum.

Outcome of Interventions

Quantitative data on progress is only available to December 2019 , as the remaining testing periods occurred during the period of COVID remote learning . Although students did not take the assessments the intervention continued with the Intervention teachers via google classroom. The end of year review for students graduating from intervention or moving to the next tier of literacy intervention was made on teacher assessment.

Literacy

Year	No. Sept2019	No. July 2020	Comment
7	19	15	16.6% PP graduate 7.7% non-PP graduated. All moved up a literacy stage.
8	16	11	25%PP graduate 20% non-pp graduated. All moved up a literacy stage.
9	19	9	60% PP graduated 42.3% non -PP graduated. Remaining students continuing Lit4. Students requested.
10	5	4	No further intervention QFT

Numeracy

Year	No. Sept2019	No. July 2020	Comment
7	41	21	35.7% of PP graduated 55.5% non-PP graduated
8	10	9	11% non-PP graduated.

Summary of progress September to December 2019 (3 months)

Year 7 Literacy

The results are shown in table 1.

The average gain across all three strands was 3.5 months. One student made a gain of 38 months, with 27% making a gain of more than 10 months. In addition, 50 students were miscued and listened to in library lessons. They were also provided with bookmarks to guide reading. This 50 included those 19 on withdrawal intervention.

Year 8 Literacy

At the end of Yr 7 the results of all students were reviewed to determine students requiring additional support. Students with a RA more than 2yrs below CA received either withdrawal intervention once a week or library support as in Yr 7. The results are shown in Table2_16 students continued to receive withdrawal intervention across the lit 2 and 3.

18% made more than 27 months progress, with 31% making more than 12 months progress in the three-month period. Two students made more than 30 months progress. These students had a RRG (Reading Ratio Gain) of 7.7.

Literacy & Numeracy Catch up Intervention Report 2019/20

In addition, 45 students were miscued and listened to in library lessons. They were also provided with bookmarks to guide reading, this included those on withdrawal intervention.

Table1 Yr 7 Literacy

	No. students	Sept Ra range	Dec Ra range	Months progress RA	Progress Average Months
All (PP+ Non	19	7.02-10.07	8.04-10.11	-6 to38	3.5
PP	7	7.02-10.05	9.05-10.10	-4 t 0 38	6.4
Non PP	12	8.03-10.07	8.04 -10.11	-6 to 10	1.7

Table 2 Yr 8 Literacy

	No. students	Sept Ra range	Dec Ra range	Months progress RA	Average Months Progress
All (PP+ Non	16	7.09-11.11	8.07-13.09	-9 to33	7.8
PP	1	10.06	10.09	3	3
Non PP	12	7.09-11.11	8.07-13.09	-6 to 10	9.8

Yr 9 Lit 4 RA<10

19 students began literacy 4. 35% made more than 12 months progress,20% made more than 20 months progress in the 3 months.

	No. students	Sept Ra range	Dec Ra range	Months progress RA	Average Months Progress
All (PP+ Non	19	6.04 -11.06	8.07-13.03	-9 to36	11.7
PP	5	8.09 -11.06	9.07 -13.03	-9 - 36	20.3

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Non PP	14	6.04 - 10.06	8.07- 13.09	-7 to 26	8.3
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Yr 10 Lit 4 RA<10

Students began intervention. However, 3 students failed to engage and moved to teacher listening.

	No. students	Sept Ra range	Dec Ra range	Months progress RA	Average Months Progress
All (PP+ Non	5	8.02 - 9.11	9.01 - 14.02	-3 to 55	13.5
PP	3	8.02 - 9.11	9.01 - 11.09	55	55
Non PP	2	8.02 - 8.10	8.10- 13.09	-3 to 1	-2

A discussion is taking place to determine the success factors which enabled 1 student to gain 55 months , moving from a RA of 9.07 to 14.02.

Yr 9 & 10 Reading with Teacher

This group only began in late October, unfortunately COVID prevented quantitative results will not be available until February. However, staff and students report engagement and increased confidence and competence on a qualitative basis.

Numeracy Intervention

Yr 7

Year 7 Students were identified from their KS2 Data and the PIMs test taken at the end of Year 6.

41 Students began intervention. 9 students graduated in November. A further 10 students were graduated in December. At the current rate 81.5% would be on track to make at least 3 sub levels or 1 curriculum level in the academic year. A breakdown of the results are given in table3

Yr 8

Year 8 Students were identified from the end of Year 7 intervention to continue into Year 8.

10 students began intervention. Their NC levels were 2a-5b. The student with a 5b had requested to remain on intervention for confidence and due to absence rate. By December 1 students had graduated with an average gain of 2 NC sub levels over the three months. Over the period 42% made 2+Sub levels of progress and 71% made progress. A breakdown of the results are given in table 4.

Year 7 Table 3

	Number of students	Sept NC level range	Dec. NC level range	Average NC sub level gain
All (PP+Non)	41	2a-4a	2a-5b	1.6
PP	10	2a-4b	2a-5c	1.7
Non PP	31	2a-5c	2b-5b	1.5

Year 8 Table 4

	Number of students	Sept NC level range	Dec. NC level range	Average NC sub level gain
All (PP+Non)	10	2a-5b	2a-5b	1.0
PP	3	3b-5b	3b-5b	1
Non PP	7	2a-3c	2a-4b	1.0

In addition, a number of students identified challenges in telling the time. As a result the intervention teacher began a weekly lunchtime session to address these challenges.

Going Forward:

1. Interviews with students who have made poor progress will take place to determine any barriers and suggest strategies for improvement. PP students to be prioritised.
2. Interviews with Yr 9 & 10 to determine reasons for successful engagement/ barriers.
3. Review of Lit4 to assess benefit of implementation in Final term of Yr8 with Lit3 groups.
4. Review random Reading tests with ABY in Yr 9 to reduce the dip, as students commented that they stopped reading when they no longer took part in the Renaissance scheme and had regular testing.