

## Planning and evaluation outline for the use of the Year 7 Literacy Catch-Up Premium 2015/16

Premium used for:	Amount allocated to the intervention / action (£)	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?
1:1 sessions	<p>£2,751</p> <p>£442</p> <p>£442</p> <p>£1326</p> <p>£615</p>	<ul style="list-style-type: none"> <li>14 Year 7 students have completed a 6 – 8 lesson cycle of Literacy intervention.</li> <li>A further 10 Year 7 students are currently receiving 1:1 or small group Literacy Intervention lessons this half term.</li> <li>10 students received Intervention lessons June/July 2016.</li> <li>9 lessons of 1:1 Literacy Intervention timetabled for English Faculty: VH 6; EF 2; KB 1.</li> </ul> <p><b>2016/17</b></p> <ul style="list-style-type: none"> <li>Students to receive small group support through 8 week Literacy Programme in Spring/Summer terms 2017.</li> </ul>	<ul style="list-style-type: none"> <li>Targets set at beginning of 1:1 monitored for when they are met, and new relevant EBI set (and passed on to class teacher). Personalised literacy support plans designed to improve students' written accuracy and confidence, particularly in spelling, punctuation and grammar.</li> <li><i>Listen to Me</i> questionnaire and free writing evaluations used to tailor personalised literacy support plans and SMART targets for writing, with a strong focus on Spelling, SPG, raising self-esteem and encouraging confidence with independent study skills.</li> <li>Introduction of multi-sensory teaching materials aims to improve differentiated learning outcomes for full range of attainers.</li> </ul>	<p>Students selected according to data Monitoring of progress made by all students receiving 1:1 support.</p> <p>English Faculty to select most vulnerable students to receive support: PPG/SEN/ Dyslexic learners. On-line lesson tracking and introduction of specific targets will allow scope for closer analysis of effectiveness and impact of 1:1.</p>	<p>2015/16:</p> <ul style="list-style-type: none"> <li>This year, all lesson resources are provided at the beginning of 1:1. Additional training has been provided to 1:1 teachers with a particular focus on marking and feedback. All work is in English books and made available to the class teacher. Record sheets, completed by 1:1 teacher, all include a WWW/EBI comment and this is also made available to the English class teacher.</li> <li>Introduction of 'Listen to Me' questionnaire and free writing assessment to generate SMART individualised Literacy targets for intervention students. Progress and lesson development recorded on Pupil Writing Intervention sheets. VH trialling on-line lesson monitoring system to improve pupil data tracking with a view to implementing for all Intervention teachers in Sept 2016</li> <li>Teachers' marking of summative assessments reflects significant progress to target with spelling, handwriting and punctuation. WWW and EBIs have been identified for each student after completion of intervention series. (See Review of Literacy 1:1 and Small Group Intervention lessons 2015-2016)</li> <li>Introduction of Pupil Voice questionnaires to review learning – pupil feedback reflects students' enjoyment and engagement in Literacy Intervention lessons and improved confidence in approach to reading and writing.</li> </ul>

Dyslexia support		<ul style="list-style-type: none"> <li>VH completed CLASS Dyslexia Teaching qualification with Brighton University (Sept - April).</li> <li>3 Y7 pupils</li> <li>VH to circulate dyslexia friendly resources and teaching materials to 1:1 teachers/ teaching staff</li> <li>VH to research/co-ordinate Chailey's School's suitability for East Sussex Dyslexia-friendly School's Quality Mark.</li> </ul>	Introduction of multisensory, dyslexia-friendly teaching resources to support SPLD students and differentiate teaching sequences to encompass kinaesthetic, visual and auditory approaches, targeting students' varying learning styles.	Dyslexic students selected	<ul style="list-style-type: none"> <li>RT/VH will provide further training on multisensory teaching strategies for Intervention and English teachers through staff liaison and Faculty meetings. Multisensory teaching workshop scheduled for English Hub meeting, July 2016.</li> <li>English teachers, JS and BW regularly use multisensory resources in intervention and class settings Sep 2016</li> </ul>
Lexia	<p>£152</p> <p>£381</p>	<p>2015/16 16 students 25 sessions</p> <p>2016/17 Lexia to be used in afternoon tutor time in 4B 7 pupils 3 times per week</p>	<ul style="list-style-type: none"> <li>Word and sentence recall and recognition</li> <li>Confidence in reading</li> <li>All students also choose a fiction book to keep at the end of the Lexia sessions.</li> </ul>	<p>HD</p> <ul style="list-style-type: none"> <li>Regular monitoring using data produced by the Lexia programme.</li> <li>Data record produced at shared at end of 30-session Lexia run.</li> <li>Worksheets produced are used in 1:1 support sessions, as appropriate.</li> </ul>	<p>Regular review undertaken by HD during and at end of each run of thirty Lexia sessions.</p> <p><b>Course dates 19.10.15 – 05.05.16</b> 16 students 3 student achieving 2 levels. 13 students achieving 1 level. 4 students remaining on the level they started on due mainly to low accuracy and slow or average rate causing repetition of activities. At the end of the course students are given a book of their choice, a certificate and a celebratory party.</p>

LSU-based intervention	<p>£1188</p> <p>£297</p> <p>£297</p> <p>£597</p>	<p>Interventions taking place during Personalised Learning sessions, or provided separately via Learning Support.</p> <p>2015/16</p> <ul style="list-style-type: none"> <li>· Dyslexia 1:1 support: 4 Year 7 students</li> <li>· Social skills: 9 Year 7 students</li> <li>· SEN workshop: 2 Year 7 students.</li> <li>· Anger management programme and weekly mentoring: one Year 7 student</li> <li>· Weekly mentoring: one Year 7 student</li> </ul> <p>2016/17</p> <ul style="list-style-type: none"> <li>- Development of anger management programme. Resources created and implemented.</li> <li>- Specialist dyslexia teacher working collaboratively each week with the specialist dyslexia TA.</li> </ul>	The purpose of intervention and support varies according to identified needs.	LT, RH	<p>Regular review at LSU meetings.</p> <p>All Literacy interventions logged on central record by LT, RH and VH, at each data capture point during the school year.</p> <p>Impacts:</p> <ul style="list-style-type: none"> <li>• <u>Dyslexia 1:1 support</u>: Intensive intervention to identify weaknesses to common to dyslexia. The programme is tailored to students after an initial WRAT text. Increased confidence in writing has been noticed for students receiving this support.</li> <li>• <u>Anger management programme and mentoring</u>: Building a range of strategies to deal with and manage difficult situations.</li> <li>• <u>Social skills</u>: Increased understanding of social boundaries with staff and students; the student has been seen to be better able to cope in conversation and to listen to others.</li> <li>• <u>SEN workshop</u>: Students demonstrated they can identify their learning style, the ways and types of task which help them to learn best, and what they find difficult. This information is shared with all staff via a photograph on Sims.</li> </ul> <p>2015/16</p> <ul style="list-style-type: none"> <li>• Through the interventions provided by specialist support, the students are encouraged to implement them within their daily school life. This is reducing the number of incidents of disruption.</li> <li>• The anger management programme has been developed and fully embedded to increase the support to students and maximise the opportunity for them to remain in the classroom.</li> <li>• Specialist Dyslexia TA/Teacher collaboration work enables the staff to work together on supporting the students with Dyslexia. Planning and the sharing of resources takes place during the meetings.</li> </ul>
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Reading mentoring (with TA)	<p>£356</p> <p>£ 380</p>	<p>Students identified due to low Reading Age. Weekly support from TA in tutor time.</p> <p>2015/2016 Reading mentoring programme: three Year 7 students</p> <p>2016/17 Reading mentoring programme: three Year 7 students</p>	Pupils are supported with choosing suitable texts; improving reading independently; identifying reading skill gaps. TAs have a programme which they follow with each identified student. The programme involves reading once each week during tutor time, and monitoring the progress that students make. This is then forwarded to the English teacher for that student.	TA emails class teacher with updates as to progress.	<p>Review (via TA updates to the subject teacher) at the end of each term. First review of this type: January 2015. Similar reports on the current Y7 cohort to be written in June or July 2016.</p> <p>Reading ages to be tested again in July 2017</p>
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<p>Reading mentoring (with older pupil)</p>		<p>Selected students reading with a Y10 or Y11 pupil, discussing reading and motivating them to read in their own time.</p> <p>2014/15: Four Year 7 students, from 26/11/14 to continue throughout the school year.</p> <p>2015/16 Ten Year 7 students throughout school year</p> <p>2016/17 Twelve Y7 students paired with a Y9 buddy throughout school year</p>	<p>Developing time spent reading, independent choice in reading and enthusiasm, motivation and confidence in own reading.</p>	<ul style="list-style-type: none"> <li>• HD provides training.</li> <li>• Monitored in Library during tutor time.</li> </ul> <p>RT to provide new training to Y9 on 'Faster Read' strategies. Sep 2016</p>	<p>Review (HD/RT/VH) at the end of each term.</p> <p>2015/16 Impact: Year 7 and Y10 Students have attended regularly and shown interest and enthusiasm for reading. Reading books brought to tutor time and English lessons to apply reading for pleasure. Greater independence to choose, read and enjoy texts observed. Impact too on Y10 students, some of whom have volunteered to continue as reading mentors into Y11.</p> <p>Reading ages to be tested again in July 2017</p>
<p>Chailey Classroom Research</p>	<p>No cost</p>	<p>2014/15: The Literate School:</p> <ul style="list-style-type: none"> <li>• Engagement in Reading (RT/AH/KR/IS)</li> <li>• MB/BP project</li> <li>• CP/JM project</li> </ul> <p>2015/16 'Faster Read' Research Sussex University CPD RT</p>	<p>Supporting independent reading and its enjoyment in English and tutor time.</p> <p>Improve Reading support</p>	<p>Evidenced by progress of students, as part of regular 1:1 monitoring.</p> <p>RT to monitor</p>	<p>Review: July 2015. Make relevant additions to SOWs, evaluate reading in tutor time and 1:1 intervention as appropriate.</p> <p>2015/16 Impact: Reading ethos celebrated in school; strategies shared across East Sussex.</p> <p>2016/17 Attainment and progress in Reading thresholds and ages</p>