

# **Review of Chailey School's Literacy Intervention Programme**

**Sept 2020- July 2021**

## **Aims**

The Literacy Intervention Programme supports the well-being and progress of students identified as struggling or vulnerable learners. Most often provision is prioritised for our SEND and PPG students, but we strive to offer intervention for any pupil who is identified as needing extra literacy support to boost their achievement or morale. Reasons for selection often include students with diverse (frequently co-morbid) learning differences and categories of need which require specialist support outside the mainstream classroom.

Areas of strategic focus for 2020-21 included:

- Key Stage 4 literacy intervention for underachieving Year 11 students to help them meet their academic potential in their GCSEs. Emphasis was placed on closing gaps in their learning resulting from periods of school closure during the pandemic. were prioritised for support.
- In Key Stage 3 we piloted a new award-winning reading programme, Rapid Plus, to boost reading skills of students with low reading ages. The reading scheme uses levelled, dyslexia-aware, student-friendly readers to improve children's reading fluency, word recognition and reading comprehension skills. The English Faculty used data emerging from the New Group Reading test (NGRT) delivered to all KS3 students in Term 1 to analyse students' reading levels and prioritise students for reading intervention.
- The intervention programme was modified to accommodate students in Year 7 to 9 whose learning and/or confidence has been particularly affected by the pandemic and on-going school closures.
- Tracking of KS3 PPG students was trialled to monitor progress and engagement.

## **Structure**

- The LIP, delivered through weekly 1:1 or small group lessons over 3-4 weeks, supports students to improve their reading or writing skills, as well as helping them recognise how they learn best through a personalised, multi-sensory approach. Students are encouraged to reflect on their learning and recognise what steps to take when they are struggling. Recommended strategies for each student are forwarded to class teachers and parents to ensure each student's continued progress in mainstream lessons.
- At KS4 struggling learners are taught in small group settings mainly after school or during C&C (avoiding any gaps in attendance in their mainstream lessons). Intervention teaching focuses on study skills and revision to support progress to target levels in their GCSE exams.
- In Year 7, our most vulnerable learners (PPG/SEND) with low literacy levels are encouraged to study Lexia, an on-line literacy package, delivered 3 times a week during C&C (3 x 30 min sessions weekly). The extended daily PM tutor sessions have allowed for increased access and learning time for Lexia. However, the Jan-March period of school closure caused inevitable disruption to the programme's delivery.
- The introduction of Rapid Plus resulted in increased specialist support for a greater number of students with reading difficulties, which targeted their specific reading needs.
- Screening our new Year 7 cohort continues to be a priority, ensuring struggling learners with emerging or undiagnosed learning differences are identified quickly, so that strategies can be implemented to ensure they continue to enjoy their learning and make progress. These screening protocols are now in their fourth year.

## Reflections on impact and progress

- **Over 100 Year 11 students received GCSE English/ English Literature support through specialist revision sessions designed to close the gaps in their learning following school closures and** prepare them for their revised GCSE exams. This is in line with the previous year's Year 11 intervention provision and represents a significant achievement given the prolonged period of school closure during the Spring term. High standards of teaching and learning both in the classroom, through online platforms during lockdown and targeted specialist support ensured students achieved very well in their GCSE English and English Literature results.

**In English Language:92% achieved a Level 4 or higher, 80% achieving Level 5+, 33% gained a Level 7 or higher.**

**In English Literature:84% achieved a Level 4 +,67% Level 5+, 23% achieved a Level 7 or higher.**

This constitutes a significant improvement on the predictions made at the mid-year point and suggests that despite the pandemic our Year 11 students' performance compared favourably with previous year groups.

- **CLASS awarded Chailey Dyslexia-Friendly School Status in June. Chailey is the first and only East Sussex secondary school to receive this award.** CLASS commented that provision for dyslexic learners at Chailey is "trail-blazing" and that "any dyslexic child would be lucky to come to this school." This award reflects the consistently high standards of teaching, learning and differentiation provided across the curriculum for our dyslexic young people and how dyslexia-aware provision is now embedded in the culture of the school.
- Our Dyslexia-Friendly Innovation Group is now established and meets regularly to collaborate on dyslexia-aware initiatives with colleagues from English, Maths, Science and Design and Technology. VH now represents Chailey School at the East Sussex School's Dyslexia Group, which meets termly to collaborate on good practice and innovative approaches for supporting dyslexic learners in school.
- Provision and support for students in receipt of the Pupil Premium Grant has been a key focus this year. RT created Pupil Pathways sheets for PP learners and invited parents and staff to share observations about students' strengths and weaknesses to inform best practice in supporting students going forward.

Further, the KS3 pilot project for tracking PP pupil progress has proved effective in ensuring disadvantaged learners receive appropriate support beyond the classroom. Although 20 of our 44 KS3 Pupil Premium students (45%) experienced some level of difficulty with progress and engagement (particularly during the Spring term school closure) of these 20 underachieving children, 17 (85%) received literacy support once Chailey reopened. The 3 students who did not receive Literacy Support have been prioritised for intervention in Autumn 2021. Students will continue to be monitored and coached to meet their potential. At KS4, of our 25 PP students in Year 11, 19 (76%) were offered Literacy Support beyond the classroom.

- The introduction of the Rapid Plus Reading scheme and online reading support materials has proved a very successful tool for reading intervention, offering a far greater number of students with reading difficulties individualised support, which targets their specific reading need/s. RP is an effective intervention for engaging students with books and reading progression: **62% of the 39 students who have followed the reading scheme improved their reading age by at least 6 months in the first round. Of these 39 students 25 (64%) chose to attend the online follow up sessions during C&C, reflecting their engagement with the reading scheme and its impact on their attitude to reading.**

- This year has heralded significant improvements in our use of Lexia. VH collaborated with Learning Support colleagues to increase provision of Lexia for students with grammar and reading difficulties. Improved ICT provision in our new building has allowed increased numbers of students to participate in the programme which uses personalised, interactive online literacy games to boost students reading, spelling and punctuation skills. Historically, we have under-used our 50-licence subscription, delivering the programme to (on average) 10-12 students annually. This year, 45 Key Stage 3 students had access to Lexia. VH attended Lexia teacher CPD (provided as part of our subscription service) and is now trained in using the Lexia software more effectively to provide enhanced data on individual and group progress and targets. This should improve students' acquisition of reading and spelling skills by targeting specific gaps in their learning using relevant, user-friendly resources. Lexia has also proved an incredibly useful tool for engaging students in Personalise \Learning, through it's differentiated, interactive online literacy games and activities.
- The English Faculty's investment in the NGRT has improved the effectiveness of our identification of KS3 students with literacy needs. The cancellation of the 2020 KS2 NCTs meant that less data was available on our new cohort's academic attainment. The NGRT test is now key to informing target setting, both for reading and whole school threshold projections.
- The brand-new literacy intervention room is a fantastic, bright, inspiring space for students to reflect on their learning, explore multisensory resources and develop their literacy skills. It reflects Chailey's commitment to providing support of the highest quality for all its student
- Over 300 students have received Literacy Intervention this year. Despite a 3-month period of school closure, a huge effort by an enthusiastic and flexible staff team, sustained 1:1 teaching using Microsoft Teams, the introduction of on-line learning tools (like EF's English revision vid-casts and the school's investment in Rapid Plus software) as well as more effective use of existing resources like Lexia has increased opportunities for literacy support for our most vulnerable learners.

<b>Students/ groups</b>	<b>Focus for Literacy Intervention sessions</b>	<b>Evidence of Impact of Literacy Intervention Programme</b>
<b>Year 11</b> 91 (5 x groups)	After school/C&C vidcast catch-up sessions to support students who struggled with remote learning during first period of school closure March-July 2020. (Eng. Faculty/RT)	English GCSE results were extremely good and indicative of the successful classroom teaching and effective intervention work undertaken by the English team (see Reflections section for further statistical analysis.)
22 (7 x groups)	Weekly English GCSE exam skills Intervention sessions (VH)	
2 (1 x group)	1:1 specialist dyslexic support for 2 x EHCP students (VH)	Weekly specialist dyslexia support continued via Teams Live lessons throughout school closure. Both students achieved good passes (Level 5s for English Language and Levels 5 and 4 respectively for Literature. This is a significant achievement for students with such a range of co-morbid difficulties, one of whom had also suffered a bereavement during Year 10.
3 (1 x group)	3 x KS4 students following ASDAN English course. (JW)	Provision of an alternative KS4 curriculum for 3 students with extremely low literacy levels and co-morbid learning

	<b>61 SEND/ 6 EHCP/ 19 PPG</b>	differences. All successfully completed the 6 modules of the ASDAN English Short Course. Additionally, they added to their skills during lockdown by working completely independently on additional tasks set online.
<b>Year 10</b> 10 (2 x groups)	Weekly English GCSE exam skills intervention sessions during C&C (VH)	Students who attended 4-6 sessions (7/10) achieved very well in their Year 10 summer trial exams; all met or scored better than their GCSE English Language target grade. This suggests that this sort of literacy intervention is very beneficial for KS4 learners. However, sessions were timetabled during GCSE Core PE to avoid impacting on other GCSE exam subject lessons and some students with organisational difficulties found it difficult to remember to attend. Consequently, C&C may be a better slot to deliver this kind of intervention in 2021-222 round.
3 (1:1)	1:1/ 2:1 specialist dyslexic support (VH)	<ul style="list-style-type: none"> <li>specialist dyslexia support for Yr10 dyslexic learners. Successful strategies circulated to parents and staff.</li> </ul>
8 (1 x group)	Basic skills- reading and writing strategies and overlearning for Year 10 Personalised Learning group. (VH)	<ul style="list-style-type: none"> <li>Revision strategies and overlearning to support progress with home learning and GCSE course studies. Students showed good engagement and attendance.</li> </ul>
16 (1 x group)	English Language Catch-up vid-cast revision sessions - C&C (RT)	<ul style="list-style-type: none"> <li>To close learning gap for most vulnerable learners following school closure and disruption to GCSE courses.</li> </ul>
3 (1 x group)	Homework support during C&C twice a week (RT)	Intervention targeted students who regularly struggle to meet GCSE coursework and hw deadlines due to literacy difficulties or lack of adult support.
	<b>40 students - 21SEND/ 14 PPG/ 1 EHCP</b>	
<b>Year 9</b> 8 x 1 :1 learning programmes. (VH)	1 :1 dyslexia/ SEND support-nurture and writing skills (VH)	<ul style="list-style-type: none"> <li>All students now have updated ECMs with detailed, personalised strategies as guidance for classroom teachers.</li> </ul>
2 x groups (11 students)	Lexia online literacy support	Students followed Lexia for 2 lessons a week during Personalised Learning. Use of this interactive literacy software improved students' engagement and behaviour in PL.
2 x groups (11 students)	Rapid Plus reading support-supporting word recognition and reading comprehension skills through Personalised Learning (VH)	<ul style="list-style-type: none"> <li>Students offered one on-line reading coaching session per week with individualised targets and feedback to support progress and reading confidence and fluency- on-going. RP online resources proved an effective strategy for differentiated reading support for students with</li> </ul>

<p>6 (1 x group)</p> <p>11 x PP learners</p>	<p>Homework support during C&amp;C twice a week (RT)</p> <p>Monitoring and support of Year 8 learners who receive Pupil Premium Grant. (VH)</p> <p><b>26 students</b></p> <p><b>16 SEND/ 11 PPG/ 3 EHCP</b></p>	<p>weak reading skills. Engagement and behaviour in PL improved significantly once RP was introduced.</p> <ul style="list-style-type: none"> <li>Intervention targeted students who regularly struggle to meet hw deadlines due to literacy difficulties or lack of adult support. Attendance was good. HW support to continue for VLs Autumn term.</li> </ul> <p>Spring Progress reports evidenced that 7/11 Yr 9 PP students were engaging well with their learning (ATL/IL 2+)</p> <p>7/11 students received 2 or more forms of Literacy Intervention.</p> <p>Only 2 students with ATL/IL of 3 -4 did not receive Literacy Support. They have been prioritised to receive support in Autumn 2021.</p>
<p><b>Year 8</b></p> <p><b>4 x groups (11 students)</b></p> <p>4 x 1:1 students</p> <p>26 X students</p> <p>1 x group (10 students)</p> <p>14 x students</p>	<p>Rapid Plus reading support-supporting word recognition and reading comprehension skills through Personalised Learning and small group support. (VH/GN/RB/AK)</p> <p>1:1 Spelling and punctuation support and nurture (VH)</p> <p>Twice weekly Bedrock support for students struggling to complete weekly Bedrock hw tasks independently.</p> <p>Lexia online literacy support</p> <p>Homework support during C&amp;C twice a week (RT)</p>	<p>Students offered weekly on-line reading coaching session with individualised targets and feedback to support progress and reading confidence and fluency.</p> <p>Support continued via Live lessons on Teams during lockdown.</p> <p>AK, HM, EW, RC and VJ made particularly good progress with the Rapid Plus scheme, very enthusiastic about C&amp;C reading sessions and 2 students progressing through 2 levels (1 year's reading age progress) in a half term.</p> <ul style="list-style-type: none"> <li>specialist dyslexia/multi-sensory support for Yr8 dyslexic/SEND learners. Successful strategies circulated to parents and staff.</li> </ul> <p>Bedrock supports students' language acquisition, vocabulary and reading skills through an interactive on-line platform which delivers reading and vocabulary lessons targeted to students' individual needs and reading levels. This is vital language learning for all learners but is particularly of value for our more vulnerable learners in helping them "Close the Gap" in their reading and writing skills. Attendance was good. Bedrock support to continue in Autumn term.</p> <p>Vulnerable learners completed Lexia once a week in C&amp;C as an exit strategy following small group SPaG intervention. Attendance, engagement and progress was good and helped build confidence at applying reading &amp; writing skills independently.</p> <p>Intervention targeted students who regularly struggle to meet hw deadlines due to literacy difficulties or lack of adult support. Attendance was good. HW support to continue for VLs Autumn term.</p>

<p>14 x PP learners</p>	<p>Monitoring and support of Year 8 learners who receive Pupil Premium Grant. (VH)</p> <p><b>59 students</b> <b>21 SEND</b> <b>14 PPG/ 6 EHCP</b></p>	<p>11/14 students experienced difficulties with completing English lockdown work. Of these, 9 (82%) received Literacy Support (Lexia, HW support, Rapid Plus, mentoring with VH) one school reopened. Of the 4 Yr 8 PP learners with lowest effort grades (ATL 4, IL 4) 3 received 3 different forms of literacy support.</p>
<p><b>Year 7</b> <b>14 dyslexic learners</b></p> <p><b>10 x students</b> <b>3 groups</b></p> <p><b>8 students (3 learning remotely)</b></p> <p><b>16 students</b></p> <p><b>23 x groups (39 students)</b></p>	<p>1:1/small group support/ Pupil Voice-nurture in Autumn term 2020. (VH)</p> <p><b>1:1 SPaG support (VH/SW)</b></p> <p>Lexia – weekly tutor time on-line spelling and punctuation support programme – 1st cohort(HA)</p> <p>Lexia – weekly C&amp;C online session in Summer term – 2<sup>nd</sup> cohort (VH)</p> <p>Rapid Plus Reading Scheme (VH, SW, FK, AK, GN, DM, RB)</p>	<ul style="list-style-type: none"> <li>• All Year 7 dyslexic learners have ECM with detailed, personalised dyslexia-friendly strategies to support learning and effective differentiation and ease smooth transition to secondary learning.</li> <li>• Spelling and writing support-on-going.</li> <li>• Lexia Programme offers students with lowest reading scores on entry opportunities to improve their spelling and punctuation skills, through interactive on-line activities.</li> </ul> <ul style="list-style-type: none"> <li>• All Year 7 students identified by the NGRT in Autumn 1 with a reading age below their chronological age have followed the Rapid Plus Reading scheme at the appropriate reading level.</li> <li>• Students have been enthusiastic in small group reading sessions and made good progress. Parental feedback has been positive.</li> <li>• Progress is assessed after completion of 2 RP readers &amp; new targets set.</li> <li>• Strategies for supporting students' reading are shared with staff and Student Passports updated.</li> <li>• Of the current Rapid Plus reader cohort in Year 7, <b>62% improved their reading age by at least 6 months in the first round-</b> (2 RP readers and supporting tasks complete.)</li> <li>• Students with particularly severe reading difficulties made significant progress with this scheme; <b>3 students with reading ages of less than 7 years progressed 2 levels in 1 round, improving their reading ages by 11-12 months.</b></li> </ul>

25 x students	<b>Online Rapid Plus reading support 1 x a week in C&amp;C. (VH)</b>	<ul style="list-style-type: none"> <li>RP online allows students to access texts in their own time and for parents to support their child's reading from home. This enabled the reading scheme and assessments to continue during lockdown.</li> <li>VH piloted a Rapid Plus C&amp;C reading club in Computing 1, where students can come read the online texts and complete the reading activities using the Active Learn software. This was very well attended with around 27 students attending each session.</li> </ul>
25 x students	Twice weekly Bedrock support for students struggling to complete weekly Bedrock hw tasks independently. (RT)	Bedrock supports students' language acquisition etc. (see Yr 8 Impact and progress notes.) Attendance was good. Bedrock support to continue in Autumn term.
16 x students	Weekly online Lexia programme to support spelling, punctuation and reading skills of struggling learners. (VH)	Attendance was good and provided effective on-going support for students with a wide range of literacy difficulties. Pupils enjoyed the session and reported greater confidence with SPaG and reading skills.
22 x students	Monitoring and support of Year 7 learners who receive Pupil Premium Grant. (VH)	<ul style="list-style-type: none"> <li>All students monitored re progress via Student Progress Report in Summer term.</li> <li>All PP students achieving threshold levels of Foundation or Developing in English (16/22 students) received Literacy Intervention (Bedrock/Lexia/Rapid Plus/1:1 Literacy Intervention to boost their Literacy skills beyond the mainstream classroom. Of these: <ul style="list-style-type: none"> <li>5 students received 3 forms of literacy support</li> <li>5 students received 2 forms of literacy support</li> <li>6 students received 1 form of literacy support</li> </ul> </li> <li>4 Yr 7 PP students whose lockdown learning was deemed below average or of concern (graded 3 or 4 on their Progress Report) received 1:1 mentoring and follow up support to encourage effort and overcome barriers to learning.</li> <li>RT created Pupil Pathways sheets for PP learners and invited parents and staff to share observations about students' strengths and weaknesses to inform best practice in supporting students going forward.</li> </ul>
	<b>c.100 students</b> <b>37 SEND/ 3 EHCP/ 16 PPG</b>	

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