

Allocation and Budget

Key Priorities	Expected Outcomes
<ul style="list-style-type: none"> To ensure quality first teaching enables all lower prior attaining pupils to make good progress over time in year 7. To ensure intervention strategies bring about accelerated progress in those who are behind national expectations on entry to year 7. To ensure pupil engagement of low prior attaining pupils improves and barriers to learning are removed. To provide high quality 1-2-1 and small group intervention for individuals most in need of Literacy and Numeracy catch-up 	<ul style="list-style-type: none"> To improve progress over time in all pupils, especially LPA Year 7's and accelerate their progress towards meeting or exceeding the expected standard for 'secondary ready' in English and maths, by the end of the Year 7. To improve the access to the secondary curriculum for all pupils who, on entry to Year 7, had not met the 'expected standard' in English and maths.

Allocation 2015-16	£11,500
Allocation 2016 – 17	£9,500
Allocation 2017 -18	£9650
Allocation 2018 -19	£11,670
Allocation 2019-20	£13,552

Year 7 Student Profile

Year 7 Cohort	Disadvantaged	HPA	MPA	LPA	SEN
2015 - 2016	61%	22.4%	62.4%	12.8%	28%
2016 - 2017	60%	24%	64%	12%	16%
2017- 2018	51%	33%	60%	7%	24%
2018-2019	56%	17%	79%	4%	30%
2019-2020	52%	19%	68%	9%	22%

Monitoring and Evaluation Strategies

Process	Lead Person
Monitoring and tracking of LPA Year 7 progress	ARM
Triangulation of monitoring evidence from all whole school monitoring activities such as learning walks and book reviews	SLT, led by ARM.
Monitoring and analysis of targeted intervention for LPA cohort	ARM
Analysis of behaviour for learning needs and targeted intervention for LPA cohort	GHD
Regular consultation and monitoring via student voice	GHD
Termly evaluation and areas for development	ARM
Annual report to governors	ARM

Actions, Strategies and Interventions 2019-2020

Description	Cost	Project impact, monitoring activities and key dates
<p><u>To embed form time provision and continue to embed Lexia programme</u> Form time is organised into year groups.</p> <p>The Lexia programme enables students of all ages and abilities to master essential reading skills.</p> <p><u>Action:</u></p> <ul style="list-style-type: none"> • Lead Teaching Assistant and teaching assistant to work with HoH to monitor and analyse data to support targeted intervention via the Lexia programme • Test all years (NGRT reading Test) so that pupils identified as possessing a low reading age receive intervention to support progress • To introduce Accelerated Reader Programme for those who successfully complete Lexia • To introduce reading lessons / Accelerated Reader within the curriculum 	<p>£1443; + £2075 Accelerated Reader; + £2778 (staff time)</p> <p>Total: £6296</p>	<ul style="list-style-type: none"> • Improved Reading Scores • Enhanced Literacy Skills • Close the reading gap for the weakest students • Development of English Language skills • Termly Learning Walks & Book Looks to focus on SEND students / those involved in the Lexia programme to help determine its impact – SLT Q&A calendar • Pupil Voice on completion of the programme • Monitoring of Accelerated ‘STAR’ programme • Staff support through Accelerated Reader Professional Development
<p><u>The Lowest Prior Attaining Pupils will be identified and receive the necessary support to catch up with National Expectations</u></p> <p><u>Action:</u></p> <ul style="list-style-type: none"> • TAs (through strategic leadership) to identify appropriate cohorts and deliver high-quality one-to-one and small group support using standardised interventions - Catch-up literacy & IDL Numeracy • TA’s to receive appropriate training and updates with Catch-Up Literacy 1:1 intervention and IDL Numeracy 	<p>£279 IDL; + £4426 (staff time)</p> <p>Total: £4705</p>	<ul style="list-style-type: none"> • Increased student self-confidence and motivation in class • Students take better control of their learning • Improved independent work skills • Improved attitude towards Maths, English <u>and</u> to other subjects in the curriculum • Ongoing Monitoring & Evaluation of the interventions – to ensure accurate delivery • Learning Walks & Book Looks to focus on improved literacy, comprehension and numeracy of the intervention programmes – SLT Q&A calendar • Pupil Voice

<p><u>Homework Club to run three times a week - targeted at Year 7 pupils who are not secondary ready on entry to Year 7</u></p> <ul style="list-style-type: none"> TAs to help pupils to develop independent learning skills and manage their own learning 	<p>£200 resources; £1295 (staff time)</p> <p>Total: £1495</p>	<ul style="list-style-type: none"> Homework club to provide a place for pupils to work in a supportive environment out of school hours Improved independent learning skills Accelerated pupil progress and attitude towards learning Register of attendance – contact with parents / carers Analysis of data (data drops) and teacher feedback to identify students in need of intervention
<p><u>Further develop the role of the Believe Centre</u> Used to build self-esteem and resilience; and to break down barriers to learning - such as literacy difficulties.</p> <p><u>Action:</u></p> <ul style="list-style-type: none"> Build further capacity for the Believe Centre to support the increased number of SEMH 'K' students; those finding the transition to secondary school particularly difficult Embed the Social Interaction Group programme Deliver fresh pupil, parent and carer workshops for those identified as SEND 	<p>£1056 (approx.)</p>	<p><u>Overview of the Believe Centre for Year 7:</u></p> <p>The Believe Centre is in place to assist students requiring additional support arising from a range of more complex and personal needs. There is a robust referral system in place, whereby students access a focused and bespoke intervention package for a 6-week period.</p> <p>This forms part of our school's offer of early help within our behaviour and support framework. The programme prioritises Year 7 students and provides a strong platform for transition, supporting those who are not 'secondary ready' to accelerate their progress within the early stages of the academic year, aimed at:</p> <ul style="list-style-type: none"> Improving the self-esteem, aspirations, empathy and self-awareness of SEMH students Supporting students to become 'secondary ready' so that they can fully engage in the KS3 curriculum <p>Workshops to include:</p> <ul style="list-style-type: none"> 3 day Midland MENCAP workshop to specifically support parents and carers of Year 7 SEND pupils Additional pupil, parent and carer workshop focusing on 'Stress and Anxiety', aimed at raising awareness and a deeper understanding of how stress and anxiety can affect an individual's wellbeing – empowering parents, carers and pupils to use a cognitive behaviour approach to support positive emotional wellbeing.
<p>TOTAL</p>	<p>£13,552</p>	