



Literacy and numeracy Catch up EVALUATION 2018/2019

Comment from OFSTED inspection – December 2017

‘Extra funding for pupils who arrive in school with low skills in literacy and numeracy is used very effectively. A team of people is involved which strengthens the range of support that is available. Subject leaders, the librarian and pupil support staff come together to improve pupils’ literacy skills, for example. Pupils make swift progress in their reading and comprehension which allows them to access all of the curriculum.’

The Funding for this academic year was £13690.

The evaluation of all the strategies used aim to collect evidence on the impact that they are having on improving both the literacy and numeracy skills of those students who are not secondary ready

Strategies with significant impact	Strategies with moderate impact	Strategies with limited impact	Strategies that require further evaluation
Accelerated Reader and Librarian	Visualisers to model work in Maths		
Access curriculum			
Reading Wise			Chrome books to improve literacy skills

More specific comments for each strategy:

Accelerated Reader and Librarian

A significant improvement on the average reading ages of students using the accelerated reader programme. The wider range of books on offer in the school library and the skilful Librarian support the development of the love of reading to our students. The impact is clear not only in Year 7 but also in subsequent years. The programme is incorporated in the curriculum and develops the literacy of those students who were not secondary ready.

Students and impact:

Student A reading age progress 16 months progress

Student B 23 months progress

Student C 16 months progress

Increase in reading ages and therefore in the book levels selected and read.

We had more interest than ever before in a KS3 book club and were able to offer a range of exciting, accessible titles to engage and interest those in attendance.

There was a huge difference in the amount of engaged reading time (average minutes per day) from the initial launch of AR to those when the appropriate stock/new stock were suggested, sampled and went on loan.

Greater independence as students' confidence increased and were able to select texts independently.

From KS3, out of 249 students surveyed:

230 said they felt they were more comfortable with their reading ability at the end of the year than they did in September.

220 said they felt the Learning Resource Centre had a better range of stock and more interesting books available

Individual student comments on what went well this year:

'I have tried new genres because there was more choice in my ZPD.'

'You have bought books that I like and now I am finding new choices.'

'I have been encouraged to pick more challenging books with more chapters and I enjoy them.'

'I have enjoyed some lovely books.'

'I like that we can take books home and lots for holidays.'

'I like that I have enjoyed books that I thought I would never like!'

Reading Wise:

Individual reports are available which show the progress of each child in months and years. Nearly every child on the programme across 7-10 has made progress in either months or months and years. Please see the attached reports. The reports show a breakdown of each child and then a final average progress at the end.

Furthermore, it has had a significant impact on the progress of EAL pupils who have a structured reading programme to follow and aspire to.

The pupils have built the stamina to sit on a computer and work through a programme independently and also built the stamina to read independently. This has increased their interest of reading and also helped them to work through and understand 'real' books.

Access curriculum

A series of English lessons were based on the books. Students acquired new skills such as writing in paragraphs using PEEs. They explored and identified basic effective writing techniques in the text, for example, synonyms, more adventurous adjectives and similes. Most students in the access group made significant progress. Some of the students made a lot of progress in a short period time, which allowed them to join mainstream curriculum half-way through the academic year. This curriculum is effectively supporting the transition to secondary school of students with a wide range of needs, including SEN, and also students with very low literacy skills in English (newly arrived to the country).

Chrome books to improve literacy skills

The chromebooks were a very engaging tool for students who struggle to focus for prolonged periods of time and they were really useful for consolidating their understanding and helping them to work together as a group in a fun and different way. This strategy needs further evaluation as the impact requires a longer period of time of implementation.

Visualisers in Maths to model work

These allow live marking, modelling of correct answers and a way of highlighting misconceptions in a positive way. Exemplar work can be shared with the whole class to boost the confidence of those children who are underachieving and give all children a template to support their learning.

There are issues with the presentation of their work and encouraging them to show their working out. This can cost valuable marks in exam papers. The use of a visualiser means classwork can be instantly displayed on a big screen and work can be praised/amended accordingly. This is a positive way of encouraging students to consider how they set their work out and ultimately, gain them more marks in exams.