

Literacy and Numeracy Action Plan Review 2017-2018

Area	Actions	Cost	Key dates
Identification and tracking of students.	<ul style="list-style-type: none"> Comprehensive programme of baseline testing of pupils including: CATS, NGRT and PASS, internal Progress Tests in English, Mathematics and Science, base-line reading and spelling testing. Rigorous data analysis of prior attainment & clear identification of needs of pupils. CATS and NGRT allow a triangulation of data. Data used to inform strategies and create actions based on highest need. Raising Standards Leader Meetings with all Heads of Department with specific tracking sheet to look at the progress of students with literacy and numeracy 	For CATS and NGRT testing and evaluation pack- £968	Testing- 03/09/17-10/09/17 Review with HoY and Raising Standards Leader- 17/09/17 Monitoring of termly data- Week 3 of each school term.
Closing the reading age gap.	<ul style="list-style-type: none"> Designated Accelerated Reader lesson during English lessons each week. Students who will take part in the programme based on SATS and CATS data. Currently 25 students have been identified. Each Year 7 tutor group have been provided with a set of class readers, which have been selected based on their ability to increase reading age. Class readers supported with reciprocal reading resources. Students work with Year 10 reading mentors on a weekly basis. 	£2,300 £650	Accelerated Reader testing - 30/09/17 Class readers start- 02/11/17 Reviewed termly by whole school Literacy Lead
Phonics	<ul style="list-style-type: none"> Ruth Miskin Fresh Start Reading Programme. Training of TA's by an external reading expert and the resources to deliver the intervention. This programme is delivered by a team of three HLTAs who have been specifically trained to deliver a highly structured and rigorous approach to reading through the Ruth Miskin Programme. 	£2,500	Programme to be launched 01/12/17
Spellings and vocabulary	<ul style="list-style-type: none"> Year 7 tutor groups conduct weekly spelling tests on subject specific content. Words selected by Heads of Department. Additional words selected from Doug Lemov 'Reading Reconsidered' which support students with low reading and writing ages. 	N/A	Tests occur weekly. Termly monitoring of results by Head of Year and KS3 Raising Standards Leader.
Fast Track parallel curriculum classes taught by specialist literacy and numeracy SEND teachers.	<ul style="list-style-type: none"> Curriculum uses Rapid Writers and Rapid Readers programme. 	£4,338	On going.

Literacy and Numeracy Action Plan Review 2017-2018

			Termly data review with HoY and Head of Inclusion.
Numeracy Withdrawal	<ul style="list-style-type: none"> HLTA Numeracy withdrawal intervention with the 15 students who have been placed into three withdrawal groups to follow the Rapid Maths programme with a specialist HLTA in numeracy. The programme consolidates core numeracy skills including the four operations, place value, multiplication tables etc. 	N/A	<p>Withdrawal to start from 10/09/17</p> <p>Data analysis conducted by Head of Year and KS3 Raising Standards Leader.</p>
Numeracy	<ul style="list-style-type: none"> Passport Maths programme to be delivered to students within their current curriculum. Every week, there is a morning tutor time numeracy focus, including puzzles, quizzes and real world numeracy problems for Year 7 through to Year 11. 	£420	Programme to begin on 01/12/17.
Oracy framework	<ul style="list-style-type: none"> Literacy lead to undertake Voice 21 training to deliver an oracy framework for all staff and students. Whole school CPD to be delivered. Part of the yearly whole school CPD programme. 	£300	Literacy lead to implement learning walks on a weekly basis. Reviewed running LM meetings.

Literacy and Numeracy Action Plan Review 2017-2018

Literacy/English progress

Name	Target	Termly Average	End of Year Exam
Pupil A	60%	48%	52%
Pupil B	30%	24%	13%
Pupil C	40%	18%	N/A
Pupil D	40%	52%	45%
Pupil E	50%	55%	45%
Pupil F	40%	43%	40%
Pupil G	40%	42%	42%
Pupil H	40%	21%	15%
Pupil I	40%	37%	27%
Pupil J	40%	32%	33%
Pupil K	40%	22%	13%
Pupil L	30%	19%	26%

Review of Data 2017-2018

- Students termly average would show good progress from a majority of students and inline with the whole cohort.
- 66% of students are 'green, amber or blue' showing they are working at or towards their target based on their termly average.
- The whole cohort of students who are working at or working towards their target was at 72%.
- There is a gap between students termly average and end of year assessment results with a 20% decrease in the number of students achieving or working towards their target grade.

Priorities for 208-2019

- Increased focus on students reading ages.
- More frequent use of data to inform intervention.
- Focus on oracy and the use of academic language.
- Training of HLTAs in the Ruth Miskin programmes.

Literacy and Numeracy Action Plan Review 2017-2018

Accelerated Reader

Name	Books read	Months Progress Made (chorological reading age)
Student A	3	6
Student B	1	7
Student C	5	6
Student D	2	7
Student E	5	6
Student F	6	13
Student G	6	3
Student H	5	3
Student I	3	11
Student J	4	8
Student K	6	9

Numeracy/Maths

Pupil Name	Target	Termly Average	End of Year Exam
Pupil A	40%	29.1%	41%
Pupil B	40%	36.40%	38%
Pupil C	40%	36.40%	53%
Pupil D	40%	27.30%	23%
Pupil E	40%	43.60%	41%
Pupil F	40%	49.10%	43%
Pupil G	40%	20%	35% (Term 5)
Pupil H	40%	16.40%	35%
Pupil I	40%	34.50%	28%
Pupil J	40%	10.90%	25%
Pupil K	40%	23.60%	28%

Literacy and Numeracy Action Plan Review 2017-2018

Pupil L	40%	25.50%	27%
---------	-----	--------	-----

Review of Data 2017-18

- 67% of students are working at or towards their target grades based on their end of year exam.
- Students have performed relatively better on their end of year exam than their termly averages.
- The whole cohort of students who are working at or working towards their target was at 76% meaning attainment is inline with the cohort.

Priorities for 2018-2019

- Using the MAT to make stronger links with the Year 6 curriculum and starting intervention sooner.
- Ensuring intervention targets specific mathematical processes.
- Explicit references to numeracy across the curriculum.
- Use of Lead Practitioner for Numeracy to work with those Year 7 students with the SATS scores below the national average of 100.