



Thornhill  
Community  
Academy

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# Pupil Premium and Year 7 Catch-up Premium: 2016-17 Impact Review

October 2017 (RDC)

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## **Pupil Premium Funding**

### **About the Pupil Premium Funding**

[Pupil Premium funding](#) was introduced in April 2011 and is additional funding that the government gives to schools for each student on roll deemed to be disadvantaged. The funding is designed to raise the attainment of disadvantaged students and narrow any gaps that exist between them and their peers.

In the 2016-17 financial year, schools received funding as follows for students in years 7 to 11:

- £935 for every student that has been registered for Free School Meals at any point in the last six years;
- £1,900 for every student that has been in care continuously for sixth months or more;
- £300 for every student from a Service Family.

### **Pupil Premium at Thornhill Community Academy (TCA)**

At TCA, we are committed to ensuring that every child considered to be ‘disadvantaged’ is valued, respected and supported to exceed their full potential. As a school we will ensure that the Pupil Premium funding reaches the groups of students for whom it was intended and that it makes a significant impact on their education and lives, with a key focus on improving academic outcomes.

In the academic year 2016-17, 36.8% of all students at TCA were supported by Pupil Premium funding.

### **TCA Pupil Premium Funding in 2016-17:**

No. of students eligible for PP funding	Amount allocated per student (£)	Total Funding Available (£)
308	935	£287,980

### **TCA Pupil Premium Student Totals by Year Group in 2016-17:**

Year Group	Total	Non-PP	PP	% PP
Year 7	176	113	63	35.8
Year 8	177	107	70	39.5
Year 9	184	122	62	33.7
Year 10	156	102	54	34.6
Year 11	144	85	59	41.0
<b>Whole School</b>	<b>837</b>	<b>529</b>	<b>308</b>	<b>36.8</b>

## Impact of Pupil Premium Funding (2016-17)

Pupil Premium and catch-up funding has been targeted carefully to help close achievement gaps for the relevant groups of students. A range of personalised strategies are used to meet their needs. However, in some instances, particularly when focused on improving Teaching and Learning, the allocation of funding will benefit all students, not just those directly eligible. The remainder of this document outlines the key objectives for how Pupil Premium and catch-up funding was allocated during the 2016-17 academic year and evaluates its impact.

### **PROGRESS ANALYSIS – DISADVANTAGED STUDENTS:**

- TCA P8 for 2017 significantly improved and is better than Non PP National
- Gaps for TCA PP to Non PP National have closed significantly across all subject attainment and progress measures.
- Progress of PP students is positive in all areas except English and Maths, although the gap to National has been closed in these subjects.
- The gap has closed significantly for attainment and progress in the Science and Humanities pillars of the Ebacc, with Languages attainment and progress remaining strong.

	2016			2017			Trend
	PP TCA	Non PP National	Gap	PP TCA	Non PP National	Gap	
<b>P8</b>	-0.52	0.12	-0.64	0.13	0.11	+0.02↑	Gap closed to Non PP National TCA PP outperforming Non PP National
<b>English Ebacc Pillar 4+</b>	42	80	38	52	81	29↑	Gap narrowed to Non PP National
<b>English P8</b>	-0.92	0.09	-1.01	-0.46	0.11	-0.57↑	Gap narrowed to Non PP National
<b>Maths Ebacc Pillar 4+</b>	39	75	36	43	76	33↑	Gap narrowed to Non PP National
<b>Maths P8</b>	-0.91	0.11	-1.02	-0.5	0.12	-0.62↑	Gap narrowed to Non PP National
<b>Ebacc P8</b>	-0.58	0.15	-0.73	0.26	0.13	+0.13↑	Gap closed to Non PP National TCA PP outperforming Non PP National
<b>Open P8</b>	0.08	0.11	-0.03	0.82	0.09	+0.73↑	Gap closed to Non PP National TCA PP outperforming Non PP National
<b>A8</b>	40.57	52.72	-12.15	41.5	49.51	-8.01↑	Sig below national attainment on entry Gap narrowed to Non PP National
<b>5+EM</b>	-	-	-	20	49	-29	Sig below national attainment on entry Gap to Non PP exists
<b>4+EM</b>	32	70	-38	37	71	-34↑	Sig below national attainment on entry Gap to Non PP still exists
<b>%5+Ebacc</b>	-	-	-	7	25	-18	Sig below national attainment on entry Gap to Non PP exists
<b>%4+ Ebacc</b>	8	29	-21	9	28	-19↑	Sig below national attainment on entry Gap to Non PP still exists

	2016			2017			Trend
	PP TCA	Non PP National	Gap	PP TCA	Non PP National	Gap	
<b>Science Ebacc Pillar 4+</b>	41	69	-28	58	68	-10↑	Sig below national attainment on entry Gap narrowed to Non PP National
<b>Science P8</b>	-0.5	0.09	-0.59	0.39	0.1	+0.29↑	Gap closed to Non PP National TCA PP outperforming Non PP National
<b>Languages Ebacc Pillar 4+</b>	77	73	+4	86	73	+13↑	Positive Gap to Non PP National widened TCA PP outperforming Non PP National
<b>Languages P8</b>	0.09	0.04	+0.05	0.62	0.04	+0.58↑	Positive Gap to Non PP National widened TCA PP outperforming Non PP National
<b>Humanities Ebacc Pillar 4+</b>	48	70	-22	54	68	-14↑	Below national attainment on entry Gap narrowed to Non PP National TCA PP outperforming Non PP National
<b>Humanities P8</b>	-0.85	0.13	-0.98	0.38	0.14	+0.24↑	Gap closed to Non PP National TCA PP outperforming Non PP National

**Breakdown by Ability:**

- Significant improvement in progress for all ability groups. Low and High ability students both positive. Further focus needed upon Middle Ability to accelerate progress and close gaps.

	2016 TCA PP	2017 TCA PP
Low	-0.31	0.33
Middle	-0.49	-0.05
High	-0.98	0.14

**2016-17 Pupil Premium and Catch-Up Funding Expenditure & Impact:** GREEN = OBJECTIVE MET AMBER = NEARLY MET RED = NOT MET

<b>2016-17 TOTAL FUNDING RECEIVED</b>		<b>£287,980</b>	
<b>2016-17 ACTUAL EXPENDITURE</b>		<b>£311,978</b>	
<b>Provision</b>	<b>Expenditure</b>	<b>Objective</b>	<b>Outcomes / Impact</b>
<b>Key Objective 1 – Literacy &amp; Numeracy:</b> to narrow the literacy and numeracy gaps for students entering TCA below National average in reading, writing and mathematics			
<b>Literacy:</b> Literacy budget Dictionaries KS3 Successmaker Programme <b>Numeracy:</b> Numeracy budget My Maths KS3 Successmaker Programme	£3,008	To ensure Pupil Premium students have opportunities to develop their basic literacy and numeracy skills and to close the gap in reading ages	Dictionaries now present in all classroom alongside literacy mats.  100% students signed up to My maths. Regularly utilised for home learning.  70 students took part on the Successmaker programme, of which 31 were PP students and 28 were SEND students. Programme was difficult to use, time consuming to set up and had limited impact on student progress due to a lack of engagement. The programme was ceased after 4 months and students were returned to mainstream lessons.
<b>Key Objective 2 - Attainment and Progress:</b> to improve attainment outcomes for PP students to ensure attainment is in line with or exceeding expected levels of progress.			
<b>KS4 Attainment &amp; Progress</b> Year 11 revision materials for E,MS Y11 Period 7 & P0 intervention sessions Y11 Pizza and Coke nights Y11 Late night lectures Y11 Holiday intervention sessions Y11 targeted mentoring Curriculum time English & maths intervention GCSE Pod Y11 weekly STAR RAG Meetings	£41,500	To ensure Pupil Premium students have access to additional personalised provision in Maths and English, and other subjects they were falling behind in, in order to help narrow attainment gaps.	Average attendance at P7s was 63%, compared to average attendance of PP at 58%  92% of students attended Pizza and Coke nights, attendance for PP students was 93%  Students attended 41 holiday intervention sessions provided throughout the academic year. PP students were specifically targeted to attend these sessions.  All PP students were allocated an SLT mentor. Weekly texts were sent home and weekly contact was made with students to ensure they attended P7s and P0s. Academic mentoring and support was also provided, as was support with revision planning.  115 students received targeted curriculum time intervention in English and maths throughout the academic year, of which 46 were PP students. (This was 85% of all PP students with the remaining 15% completing an additional ICT GCSE qualification)  All students were provided with access to GCSE Pod. 9249 pods were watched in total in a lead up to the summer exams.  As a result of improved teaching and learning and better targeted provision at weekly STAR RAG meetings for PP students resulted in the following outcomes in Summer 2017:

			<ul style="list-style-type: none"> <li>Disadvantaged P8 improved from -0.52 in 2016 to 0.13 in 2017, whilst Progress 8 improved from -0.25 to 0.31 overall.</li> <li>Attainment 8 score for disadvantaged students improved from 40.54 in 2016 to 41.50 in 2017, whilst attainment 8 was 44.8 overall.</li> <li>Disadvantaged students in 2017 made better progress in all areas than in 2016 as highlighted below:</li> </ul> <p><b>Element Breakdown by Progress 8 Pots</b></p> <table border="1"> <thead> <tr> <th></th> <th>2016 PP</th> <th>2017 PP</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>-0.52</td> <td>0.13</td> </tr> <tr> <td>English</td> <td>-0.92</td> <td>-0.46</td> </tr> <tr> <td>Maths</td> <td>-0.91</td> <td>-0.5</td> </tr> <tr> <td>Ebacc</td> <td>-0.58</td> <td>0.26</td> </tr> <tr> <td>Other</td> <td>0.08</td> <td>0.82</td> </tr> </tbody> </table> <p><b>Breakdown by Ability</b></p> <table border="1"> <thead> <tr> <th></th> <th>2016 PP</th> <th>2017 PP</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>-0.31</td> <td>0.33</td> </tr> <tr> <td>Middle</td> <td>-0.49</td> <td>-0.05</td> </tr> <tr> <td>High</td> <td>-0.98</td> <td>0.14</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>A provisional P8 score of +0.31 places Thornhill Community Academy in the top 18% of schools nationally, in the top 2% of most improved schools nationally, in the top six schools in Kirklees and most improved school in Kirklees Local Authority.</li> <li>%A*-C/4-9 E&amp;M up 9% to 48%</li> </ul>		2016 PP	2017 PP	Overall	-0.52	0.13	English	-0.92	-0.46	Maths	-0.91	-0.5	Ebacc	-0.58	0.26	Other	0.08	0.82		2016 PP	2017 PP	Low	-0.31	0.33	Middle	-0.49	-0.05	High	-0.98	0.14
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<p><b>Quality of Teaching and Learning / Staff Training</b>                  Staff CPD – external courses                  Staff CPD – additional resources                  CtG focused PLCs, Routines Briefings, Best Practice Briefings                  NPQML, NPQML                  AQA English Examiner Workshop                  New GCSE specification training &amp; workshops</p>	<p>£6,600</p>	<p>To ensure Pupil Premium students benefit from quality first teaching guided by high quality staff training.</p>	<p>Staff CPD focused on high impact T&amp;L strategies such as quality feedback and metacognition. The updated marking and AfL policy has had a significant impact in the classroom with the quality of written feedback greatly improved. Metacognition is now becoming embedded in day to day student learning. These areas of development tend to have the greatest impact on disadvantaged students.</p> <p>Staff CPD also included sessions on mindsets, independent learning, examination literacy, extended writing and curriculum development.</p> <p>All PP students were included on a targeted Watch List which triangulated those students not attending, behaving or achieving. A focus student each week was monitored to evaluate impact of T&amp;L on their progress. Findings from Every Lesson observations was fed back to staff to improve provision for those targeted students.</p>																														

			<p>3 staff completed the NPQML course and 2 staff completed the NPQSL course.</p> <p>Quality of Teaching and learning improved from 58% (2015) to 75%. 91% of learning walks were met and 89% of work scrutinies were met.</p>
<p><b>Additional Staffing</b> English Overstaffing (0.37) Maths Overstaffing (0.37) Science Overstaffing (0.37) HLTA (English) PP Lead salary contribution</p>	£59,794	<p>Overstaffing: Provision of smaller class sizes, small group intervention, one to one support, curriculum time intervention.</p> <p>HLTAs: Provision of small group and one to one interventions at KS3 and 4.</p> <p>PP Lead: Coordinate and monitor the provision and impact of provision for disadvantaged students and PP spending.</p>	<p>Students received curriculum time intervention and support from one to one and small group provision in English and Maths, particularly targeting low attaining PP students.</p> <p>Small group intervention carried out by HLTAs with identified groups in Maths and English in all years at KS3. Significant PP coverage within these groups with positive impact on subsequent access to curriculum.</p>
<p><b>EAL/Cultural</b> EMA Team</p>	£38,723	<p>To ensure Pupil Premium EAL students receive targeted in class support and small group intervention to overcome specific linguistic and cultural barriers.</p>	<p>A number of Year 11 students had been targeted for specific EAL support in English. All made significant progress and achieved on or above their GCSE target grade for English.</p> <p>14 students received in class support from the EMA team, of which 9 were PP students.</p> <p>41 students took part in small group intervention, of which 20 were PP students.</p> <p>Targeted work was done with 19 KS3 boys and girls around raising aspirations, attitudes to education and challenging cultural stereotypes. This has led to significant improvements in attitude to learning, behaviour, interpersonal relationships and attainment for a significant number of the targeted students.</p> <p>The additional support and intervention from the EMA team resulted in the following outcomes in Summer 2017:</p> <ul style="list-style-type: none"> <li>Progress of Indian and Pakistani ethnic groups was positive at 0.52 and 0.35 respectively with progress of PP Indian and Pakistani students also positive.</li> </ul>
<p><b>Key Objective 3 - Attendance:</b> to narrow the attendance gap between PP and non-PP students by improving systems for monitoring and addressing attendance issues.</p>			
<p><b>Attendance &amp; Punctuality</b> Attendance Officer Safeguarding &amp; Attendance Manager</p>	£26,155	<p>To ensure Pupil Premium students receive necessary intervention to support good attendance in school</p>	<p>Improvements in attendance have been made and sustained for Pupil Premium students. An Attendance Officer has been recruited whose sole focus is to monitor daily attendance and longer term attendance patterns and to work with students and</p>

<p>Attendance Rewards Attendance House Competitions</p>		<p>and are rewarded for positive contributions.</p>	<p>parents/carers to ensure good attendance for all students. This includes daily home visits to collect absent students to reduce the amount of valuable learning time lost. Students on Free School Meals (FSM) at TCA have consistently better attendance than FSM students nationally with a slight increase in 2016. The gap between FSM and non-FSM students at TCA is narrower or equal to the corresponding gap nationally. The same is true of persistent absentee levels.</p> <p>Overall attendance improved from 93.5% in 2016 to 94.4% in 2017 (+1.3%). PA reduced significantly from 17.7% in 2016 to 9.8% in 2017 (-7.9%). National average was 95% in 2017.</p> <p>Attendance for FSM students was 93.02% compared to Non-FSM attendance of 94.96 in 2017, indicating a 1.94% gap still remaining. However, attendance for FSM was 91.7% v Non-FSM o 95.16% in 2016 (3.546% gap), thereby indicating that the gap to Non-FSM students and to other students Nationally has significantly closed.</p>																								
<p><b>Key Objective 4 - Behaviour and Wellbeing:</b> to improve behaviour and emotional wellbeing by ensuring targeted PP students receive professional support.</p>																											
<p><b>Resources</b> PP Resources Budget Uniform and Equipment Inclusion Breakfast Free Revision Guides</p>	<p>£11,901</p>	<p>To ensure Pupil Premium students have access to basic resources and equipment to prepare them for learning.</p>	<p>All Year 10 and 11 PP students received free revision guides in Maths, English and Science to support GCSE revision.</p> <p>Heads of Year and form tutors have basic uniform and equipment and have been able to provide them for PP students when necessary.</p> <p>Free breakfast is provided, ad free meals are provided for targeted PP students.</p>																								
<p><b>Targeted Behaviour Support</b> GRIT Fire Service intervention Bumpy Motor Vehicle intervention Targeted mentoring Parental meetings Trustee Meetings Rewards</p>	<p>£3,500</p>	<p>To ensure Pupil Premium students receive necessary intervention to support improvements in behaviour and are rewarded for positive contributions.</p>	<p>Targeted behaviour interventions had a significant effect on students' attendance and behaviour. Of the 10 students in years 8-9 who completed the GRIT programme and the 6 students in years 8-9 who completed the Bumpy programme 60% were PP students. Of these students 100% demonstrated a significant improvement in behaviour and attendance following the interventions.</p> <p>Overall behaviour of PP students across all year groups improved as the year progressed, The number of behaviour points, removals from lesson and fixed term exclusions shows a decrease over time and a closing of the gap towards their Non-PP peers:</p> <table border="1" data-bbox="1167 1294 2107 1453"> <thead> <tr> <th rowspan="2">SANCTION</th> <th colspan="2">HT1</th> <th colspan="2">HT5</th> </tr> <tr> <th>PP</th> <th>Non-PP</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Behaviour pts</td> <td>727</td> <td>571</td> <td>697</td> <td>606</td> </tr> <tr> <td>Lesson removals</td> <td>157</td> <td>118</td> <td>129</td> <td>140</td> </tr> <tr> <td>FTEs</td> <td>22</td> <td>7</td> <td>2</td> <td>0</td> </tr> </tbody> </table>	SANCTION	HT1		HT5		PP	Non-PP	PP	Non-PP	Behaviour pts	727	571	697	606	Lesson removals	157	118	129	140	FTEs	22	7	2	0
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<p><b>Behavioural Psychologist</b> Student intervention &amp; Support Staff counselling &amp; support Weekly blog to staff Staff training Mental Health First Aid Training delivered</p>	£28,125	To ensure Pupil Premium students have access to professional expertise to support them with their social and emotional needs and improve their well being.	<p>A qualified behavioural psychologist has been recruited to ensure that students with more significant behavioural issues can access professional support quickly and on-site to address some of the underlying social and emotional causes of poor behaviour. 44 students with a fairly even spread from Year 7 to 11 were identified as needing professional behavioural support. Of this caseload, 70% were disadvantaged students. 100% of the Year 11 students identified were disadvantaged students. Where students engaged in the process, there was a positive impact with a reduction in behaviour incidents recorded. However, the biggest barrier to successful outcomes for this intervention was the level of engagement from some students.</p> <p>Mental Health First Aid Training was delivered to all staff to support the DSEMH needs of our most vulnerable students.</p>
<p><b>Life Coach</b></p>	£7,060	To ensure Pupil Premium students receive necessary intervention to support improvements in behaviour and are rewarded for positive contributions.	<p>A trained Life Coach has been recruited to ensure that students in need of strategies to support their own social and emotional wellbeing can access it quickly on-site.</p> <p>24 students accessed support from the Life Coach, of which 14 were PP.</p> <p>Student voice feedback to Heads of Year 7 and 8 indicated that 60% of students that had completed the series of sessions with the Life Coach felt it had had a significantly positive and sustained impact on their emotional wellbeing. A further 20% stated that they had noticed some improvement but that it was not yet significant or sustained. 20% felt that the sessions had not improved their emotional wellbeing (though half of these confessed to not engaging fully in the process).</p>
<p><b>Aspirations</b> Careers Advice, Information and Guidance</p>	£25,479	To ensure Pupil Premium students receive high quality advice and guidance relating to careers and future learning opportunities with the aim of raising aspirations.	<p>TCA was awarded the C and K Careers Quality Standard for careers provision. Whole cohort NEET figure for 2014-15 was 0.56%, with the figure for PP students at 1.43%. Both are well below local and national averages.</p> <p>100% of PP students received a personalised careers interview.</p>
<p><b>Pastoral / Student Wellbeing</b> KS3 Worker KS4 Worker</p>	£51,633	To ensure Pupil Premium students with specific social and emotional difficulties receive personalised pastoral support to improve their emotional wellbeing and allow them to overcome personal barriers to learning.	<p>The Inclusion team has been rebranded as the Student Wellbeing Service with the aim of further increasing its profile and impact on student wellbeing within the Academy. It provides targeted support and wellbeing courses for referred students.</p> <p>Of the 91 individual interventions offered to students over the course of the academic year within SWS, 56% of them were targeted at disadvantaged students. The impact of these interventions were judged against a range of appropriate success criteria (e.g. reduction in behaviour points, increase in attendance, student voice, staff observation etc.). Of the SWS interventions received by disadvantaged students 45% were judged to have had a significantly positive and sustained impact with a further 39% showing signs</p>

			<p>of positive impact. Provision and support included:</p> <ul style="list-style-type: none"> <li>• Small group intervention work on various emotional and social skills including: bullying, friendships, transition, feelings and emotions, behaviour, self-esteem, peer pressure, body image, making positive choices, revision techniques, personal hygiene, positive relationships and healthy living.</li> <li>• A Nurture Group for vulnerable students.</li> <li>• Specialised support programmes for students based around bereavement, self-harm and terminal illness.</li> <li>• One to one targeted support, advice and guidance sessions.</li> <li>• Half Termly Health and Wellbeing Campaigns offering proactive support, advice and guidance on a range of health and wellbeing issues such as smoking, healthy living, mental health, diet and exercise, sleep and sexual health.</li> <li>• Support for the reintegration of students following absences, external placements or exclusion.</li> <li>• Lunch and break time provisions for students.</li> <li>• Targeted support for four PP LAC students</li> </ul>
<p><b>Extra-Curricular</b> Trip Contributions Music Lessons Duke of Edinburgh</p>	<p>£8,500</p>	<p>To ensure Pupil Premium students have access to a range of extra-curricular experiences that serve to raise aspirations and broaden horizons.</p>	<p>A number of Pupil Premium students were able to access funded extra-curricular opportunities over the course of the year to help enhance their <i>cultural capital</i>.</p> <ul style="list-style-type: none"> <li>• £6650 was spent on full or partial trip contributions</li> <li>• 3 PP students completed DofE Award</li> <li>• 4 PP students received funded music lessons</li> </ul>
<p><b>TOTAL</b></p>	<p><b>£311,978</b></p>		

## **Impact Year 7 Catch-Up Funding (2016-17)**

[The Literacy and Numeracy Catch-up Premium](#) gives schools additional funding to support year 7 students who did not achieve the expected standard in reading and/or maths at the end of Key Stage 2. The funding is designed to raise the attainment of these students and to narrow the gaps that exist between them and their peers.

### **Year 7 Catch-Up Premium at Thornhill Community Academy (TCA):**

At TCA, we recognise the importance of early identification of gaps in student learning and the need to act quickly and decisively to address these. Our aim is to ensure that wherever possible all students meet age-related expectations and have full access to the range of subjects within the Academy's curriculum. The additional grant is used to support targeted intervention for the relevant groups.

### **TCA Catch-Up Funding in 2016-17:**

Below is a breakdown of the catch-up premium funding received by TCA in the last academic year:

<b>Criteria</b>	<b>No. of students</b>	<b>Total (£)</b>
Reading only	10	5,000
Maths only	14	7,000
Reading and Maths	9	4,500
<b>Total</b>	<b>33</b>	<b>16,500</b>

## Impact Overview (2016-17): Total Expenditure: £41,500

**Links to Key Objective 1 - Literacy:** to narrow the literacy gaps for students entering TCA below national average in reading and writing

### KS3 Literacy Alternative Learning Pathway (ALP): £36500

**Rationale:** Students at KS3 who entered TCA below National average in reading and writing and/or whose reading age was below functional literacy levels (9.6) received four additional hours of literacy a week from a primary trained specialist. The focus has been on a basic skills and phonics-based approach to close gaps in reading, writing and comprehension.

**Impact:** The literacy ALP has shown clear impact in its second year. Salford Reading and Reading Comprehension tests were used to monitor progress. 96 students accessed the additional provision across Year 7, 8 and 9 and made the following gains in reading and reading comprehension across its 5 half-terms of teaching:

Impact of Literacy ALP (September 2016 – July 2017)	Average Reading Age Increase	Average Reading Comprehension Age Increase
<b>All ALP Students</b>	8 months	11 months
<b>Year 7</b>	1yr 2months	1yr 10 months
<b>Year 8</b>	4 months	7 months
<b>Year 9</b>	5 months	6 months

#### Next Steps:

Look at ways of monitoring and assessing progress in writing more robustly

Cease Successmaker and introduce Lexia to assess and develop literacy to provide further targeted support for students with low literacy levels

Set up an Numeracy ALP to support students with low numeracy skills

Recruit primary trained numeracy specialist

Monitor the impact of the ALP on student progress in other curriculum areas

<p><b>b). Reading Matters Mentoring: £No cost</b></p> <p><b>Rationale:</b> Students in Year 7 and 8 whose reading age is 2-3 years below chronological age received one to one reading support from trained volunteers for 2 hours per week to improve reading and reading comprehension.</p> <p><b>Impact:</b> Students that have received the support have made significant progress. However, all these students are also part of the KS3 ALP for literacy, so it is difficult to attribute the gains to the reading mentoring. Positive feedback from students but a significant cost for low number of students.</p> <p><b>Next Steps:</b> Develop alternative, more cost-effective reading support schemes through reading mentors. Launch a whole school push on students reading regularly through Bedrock reading programme</p>
<p><b>c). Handwriting Support: £5000</b></p> <p><b>Rationale:</b> A number of students are limited by the quality of their handwriting as it causes issues relating to legibility and the capacity to write effectively at speed. A handwriting audit was carried out and certain students (all years) were targeted for additional handwriting support delivered by a literacy specialist Senior ETA and the Closing the Gap Primary Teacher.</p> <p><b>Impact:</b> Initial feedback from staff shows that there have been clear improvements in the handwriting of the majority of students targeted for support though further work is still needed with most students.</p> <p><b>Next Steps:</b> Continue to work with identified students where improvements are not significant. Carry out a handwriting audit for 2017-18 to identify refresh the list of students in need of support.</p>