

Year 7 Literacy and Numeracy Strategy and Impact Statement

The Priory School				
Year 2018/19				
Number of pupils eligible for Catch Up funding	28			
Total funding	£13,000 (indicative)			
Desired outcome	Chosen approach	Desired Impact	Cost	Impact statement due September 2019
To accelerate pupil progression and performance in Literacy and Numeracy throughout year 7.	<ul style="list-style-type: none"> Use additional adult resource to ensure transition programme to Priory School includes visits to feeder schools to meet SENCO or similar, meetings with pupils and parents prior to induction and induction days and activities. Provide extensive SEND specific support resources to improve access to learning. E.g. Zuma rocker chairs, toadstool chairs, writing slopes, privacy/sound screening Create safe/low stimulus environment space for pupils with ASD and ADHD to re-engage with learning; to include soft furnishings, bean bags and mood lighting. 	<p>Induction programme has impacted positively on the start new pupils make to the school.</p> <p>Any specific learning or behavioural issues are known in advance and delivery staff ready to receive.</p> <p>Pupils in year 7 make good gains in progress from an accurate baseline measurement.</p> <p>Improved learning environment and increased attention and focus from pupils with ASD.</p>	£13,000	

The Priory School		
Year 2017/18 Impact Review		
Number of pupils eligible for Catch Up funding	26	
Total funding	£13,000	
Chosen approach	Cost	Impact
<ul style="list-style-type: none"> • Create a new primary model of curriculum delivery for the two year 7 classes. • Increase availability of adult support to deliver on year 7 precision teaching and reading and numeracy intervention programmes to include “Reading Explorers” and “Addacus.” • Use additional adult resource to ensure transition programme to Priory School includes visits to feeder schools to meet SENCO or similar, meetings with pupils and parents prior to induction and induction days and activities. 	£13,000	<p>The primary style approach for curriculum delivery has proved invaluable for supporting the academic and social progress pupils in year 7 make. The thematic and cross curricular approach to teaching and learning has allowed greater opportunities for core and essential learning skills and knowledge to be explored, developed, embedded and then assessed. Furthermore, the decision for year 7 pupils to remain within the year 7 block for teaching and learning has proved an important component in providing appropriate and supportive opportunity for pupils to make progress and achieve. This decision has also provided a smoother transition and by utilising key behavioural and emotional support systems pupils are effectively engaged in the classroom and accessing the varied curriculum. For 2017 – 2018 96% of pupils made expected or above expected progress in English; 100% in Mathematics and 100% in PSD.</p> <p>2017 – 2018 saw the introduction of an interventions mentor in the school structure to lead a variety of interventions based on pupils emerging needs. Additionally two teaching assistant based within year 7 were timetabled intervention slots and trained in delivering appropriate intervention packages. A number of valuable interventions were deployed with groups of year 7 pupils during the academic year 2017 – 2018. The Reading Catch Up programme was one which proved particularly valuable with many pupils, most notable those pupils in year 7 who participated.</p>

Pupil	Reading (Sept 17)		Reading (June 18)		Progress in Months	
	Age	Comp	Age	Comp	Age	Comp
Pupil 1	4	5	5.02	5.04	9	4
Pupil 2	4.09	5	5.03	5.04	6	4
Pupil 3	5.03	5	5.04	5.10	1	10
Pupil 4	6.02	5.01	7.08	8.02	18	37
Pupil 5	5.04	5	6.04	6.08	12	20
Pupil 6	7	5.01	7.05	7.03	5	26
Pupil 7	6.09	7	7.02	7.03	3	3
Pupil 8	4.10	5	6.02	6.08	16	20
Pupil 9	6.02	5.04	7.04	8.02	14	34

Given the success of the following developments practice will continue into the academic year 2018 – 2019.

Within the academic year 2017 – 2018 a wider group of professionals from the Priory School engaged in the year 6 to year 7 transition process. This procedure also included a greater number of visits to feeder schools, individualised taster days and meetings with current and future key stakeholders. The continued engagement from the behaviour mentor and learning mentor meant that additional support systems could be recognised and in place prior to transition. Additionally, by deploying and allowing involvement of a wider variety of professionals, individualised equipment and resources could be sourced appropriately to further support students in their learning.