

Chiltern Way Academy Action Plan 2019/2020: year 7 catch up premium funding

Number of pupils: Year 7 Catch Up Premium funding for literacy and numeracy.	
Total number of year 7 pupils on roll (census day)	26
Total number of pupils eligible for CWA	26
Total amount received	£9880

Area of Spending	FTE 2019/20
Accelerated Reader and Star Literacy package	1096
RM Fresh Start anthologies	1372
RM Fresh Start Training	1040
Numicon Starter apparatus	3289
Numicon foundation	839.85
Numicon literature/textbooks	930.92
Numicon training	891
Star Maths package	418.5
Total	9877.27

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Issue	Action	By Whom	Resources	Success Criteria	Monitoring & Evaluation
Low starting points in literacy year 7 entry	<p>Specific intervention programmes for all Y7 pupils in literacy.</p> <p>Accelerated Reader profiles to teachers, to inform planning and teaching.</p> <p>Embed 'drop and read' focus skills for students and classes.</p> <p>Embed 'SPAG' focus skills for students and/or classes.</p> <p>Track reading progress throughout the STAR programme in the year.</p> <p>Track SPAG progress throughout the STAR programme in the year.</p> <p>Ruth Miskin intervention implemented, including training for staff and purchase of resources</p> <p>Staff to use reading ages across the curriculum</p>	<p>SENCO</p> <p>ChM</p> <p>English Leads</p> <p>English Leads</p> <p>ChM English Leads</p> <p>ChM English Leads</p> <p>ChM English Leads</p>	<p>STAR literacy programme resources.</p> <p>Pupil time from lessons for intervention</p> <p>Accelerated Reader programme resources.</p> <p>Accelerated Reader programme resources.</p> <p>RM data</p> <p>STAR literacy Data</p>	<p>STAR Literacy profiles completed for each student.</p> <p>Literacy profiles for whole classes completed.</p> <p>STAR literacy testing 6 times in the academic year.</p> <p>Reading ages from accelerated reading to show improved progress, compared to prior progress for each pupil this year.</p> <p>Accelerated Reader Scheme. 85% correct in quizzes for all pupils by year end.</p> <p>Accelerated Reader Scheme. 75% correct in Vocab and Literacy skill quizzes for all pupils by year end.</p> <p>Ruth Miskin to be successfully implemented and to show improved progress, compared to prior progress for each student this year.</p> <p>Learning walks data to show staff are using reading ages for differentiation.</p>	<p>Literacy profiles are available and are to be used more widely across the academy for planning and understanding pupil needs. A change in SENCo during the year, followed by the C19 situation has meant that this has not been embedded as we would have desired and is a target moving forward. Testing has not been completed due to C19 lockdown and partial school closure, as such six tests have not been completed (only 2/6 in some cases) and therefore data is incomplete. However from Autumn 1 to Spring 1, the average increase in reading age moved from 8.6 to 9.0.</p>

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Chiltern Way Academy

Turning Futures Around

This includes several outstanding improvements such as 6.04 to 8.02, 6.05 to 8.11 and 7.10 to 10.0. Concerted effort to track and develop upon wider reopening.

Ruth Miskin implemented and showing positive impact at PC. Training has been completed on the use of reading ages and reading age tools have been shared with the staff team. Again this is something to address again upon wider reopening and to become more fully embedded into differentiation training.

Planning is underway across all three campuses with SIP to improve literacy and English teaching across

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the whole Academy
which will impact long
term on the quality of
outcomes and improved
progress.

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Issue	Action	By Whom	Resources	Success Criteria	Monitoring & Evaluation
Low starting points in numeracy year 7 entry	<p>Access to STAR Numeracy profiles for teachers, to inform planning and teaching.</p> <p>Track numeracy progress throughout the STAR programme in the year 7.</p> <p>Specific intervention programmes for all Y7 pupils in numeracy.</p> <p>Embed CPA (Concrete, Pictorial and Abstract) approach using numicon resources for students and classes.</p> <p>Larger focus on formal written calculation methods</p>	Maths Lead	<p>STAR numeracy programme resources.</p> <p>STAR Numeracy programme resources.</p> <p>Pupil time from lessons for intervention</p> <p>Student time from lessons for interventions</p> <p>Mastery planning and resources in place for all Year 7 pupils</p> <p>Numicon “concrete” maths resources to support</p> <p>concrete resources being applied through planning</p>	<p>All teachers to have access to their classes’ profiles and identify areas to support teaching.</p> <p>STAR numeracy testing 6 times in the academic year and data analysed</p> <p>Above data to inform specific interventions for individuals or groups of pupils. Evaluations completed via STAR test and Written Assessments.</p> <p>Demonstrable progress from starting points.</p> <p>Resources purchased and training provided to all staff in year 7.</p> <p>Learning walks to evidence use in lesson.</p>	<p>Star profiles used regularly by teachers to inform planning.</p> <p>So far 4/6 tests have been completed. Data has been analysed and used to monitor progress. Any students falling behind are given time to complete these in a separate room without distractions.</p> <p>From the 4/6 tests completed, data available shows a whole school year of progress from starting point.</p> <p>Numicon resources provided and used during interventions and in class where necessary. More training to take place later on this year.</p> <p>Revised Year 7 planning allows for more time to grasp calculation methods.</p> <p>Learning walks show CPA approach being used in most lessons</p>

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Rationale:

We have used our Year 7 catch up premium funding in a specific way at CWA to have a positive impact on students that need it the most. The funding is directly targeted at pupils with the lowest current ability and baseline scores in numeracy and literacy. It helps us to provide the intervention and programmes in place for these students. In our experience these interventions are the best use of this funding and we expect to see positive progress as a result of this initiative. We have had good success from employing additional funding in these areas historically and this will provide excellent chances for pupil engagement and progression. This also links to the EEF/Sutton Trust Guidance.

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