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LITERACY AND NUMERACY CATCH UP FUNDING SUMMARY 2017/18

Gosford Hill School was allocated £14354 in 'Year 7 Catch-Up Premium Funding' for the academic year 2017/18. This money is being used to support students who joined the school not having met the expected levels in English and/or Maths in key stage 2 tests and who have been identified as in need of literacy and/or numeracy support through our literacy and numeracy screening. Gosford Hill School uses a number of programmes and approaches to allow the aforementioned students to 'catch up' with their peers who made expected progress.

The primary strategy for supporting the students to catch up is through the 'Humanities Group'. The Humanities Group is a smaller teaching class that offers students focused support with literacy and numeracy in a nurturing environment but also allows them to study Geography, History, RPE and Computing in a project-based learning.

There is also an additional maths withdrawal group of 5 students who have a HLTA for 75% of Maths lessons. We also use the LEXIA Programme and other specific literacy and numeracy interventions to support students as part of our provision for all students with SEND and/or those making less than expected progress. They are not all costed here as some expenditure is met by the SEND budget.

The expenditure for 2017-18 is summarised below, while the detailed expenditure and impact for the previous academic year, 2016-17, is detailed on pages 2 – 5.

Cohort Sizes for 2017-18

Whole Cohort	Below in maths (91 or less in KS2 SATS)	Below in reading (91 or less in KS2 SATS)
158	7	12

Costed Expenditure Summary	Estimated Cost
Proportion of salary of Humanities Group Teacher	£13591
Students are taken out of Humanities and ICT and taught in a small group with a specialist teacher. The focus in this class is on numeracy and literacy, and Lexia intervention is included in this group.	
Lexia	£183
An online programme which supports students' ability to read and write.	
Accelerated Reader	£500
The whole of year 7 and 8 use this programme and funding comes in part from this budget and the PP budget as it very beneficial for PP and students with below expected levels of literacy.	
Numeracy Workout	£80
Online programme to support students with lower than expected levels of numeracy. Used in Maths withdrawal lessons with HLTA for Numeracy.	
Total Expenditure	£14,354

Evaluation statement from 2016-17

Provision	Description	Selection criteria	Number of students with below expected SATS	Impact
Humanities Group	A smaller teaching class that offers students focused support with literacy and numeracy in a nurturing environment but also allows them to study Geography, History, RPE and Computing in a project-based learning. Taught by a qualified teacher and supported by a teaching assistant, this teaching class offers a high level of support and high teacher-student ratio. Some of these students have additional SEND provision including SALT (speech and language therapist) and SENSS (Autism advisory service).	Students with lowest attainment on SATs; students with SEMH needs (anxiety) who need nurturing environment and consistency in teaching as per primary school's/year 6 teachers' recommendation	13	<p>December Data Capture shows that 76% of Humanities students are on or above target in English and 61% are on or above in Maths.</p> <p>LEXIA intervention has been introduced to accelerate progress in reading and comprehension.</p> <p>Attendance data from February 2017 shows that the average attendance for this group of students is 94.27.</p> <p>Qualitative data: please see emails from parents below.</p> <p>Start of intervention: September 2016 End of Intervention: ongoing Number of students who have made progress: (awaiting data from Lexia intervention) Intervention lead by: CCE and supported by a TA or HLTA.</p>
Lexia	A literacy intervention that provides fundamental early reading skills development in a manner that is engaging and age-appropriate for older students. The aim of this intervention is improve reading accuracy and comprehension as well as re-engage students who are typically hard to reach and motivate.	SS 85 or below in reading test (STAR reading) with a small number of students with SS 86-90.	22 (13 students accessing this intervention via Humanities group – 3 hours per week).	<p>We are part of a free trial which began in Jan 2017 and finished on 28 Feb. Results and impact will be assessed as part of our free trial with OXSIT in March 2017.</p> <p>Start of intervention: 06/01/2017 End of Intervention: 28/02/2017 Number of students who have made progress: data capture for this intervention is on 17/03/2017 Intervention led by: 3 groups led by HLTA, 2 groups led by CCE via Humanities.</p>
Buddy Reading	4 x 20 mins per week. An intervention whereby year 9 and 10 students 'buddy' up with a year 7 student who has a reading age well below their chronological	Below Average Reading Age - SS 85 or below in reading test (STAR reading)	4 students in this intervention with below 4 in English	Phase 1: 31/10/2016 – 3/2/2017 10 students. Average Reading Age increased by 16 months and standardised score increased by 9.6.



	age. The aim is to improve students' reading ages by using different reading strategies that include literal comprehension, inference, context and character analysis. It also gives students the confidence to become independent readers. The 'Buddy Reading' intervention incorporates the Accelerated Reader program which enables staff to track students' progress.			For those students in this intervention with below level 4 in English, their Average Reading Age increased by 12 months and their average increase in standardised score was 6. Number of students who have made progress (i.e. their reading and/or spelling age increased following the intervention): 4/4 Intervention led by: HLTA and supported by a TA.
Buddy Spelling	4 x 20 mins per week Structured around AcceleRead and AcceleWrite scheme, this intervention develops students' literacy using text-to-speech software. The primary focus of this intervention is to improve students' spelling but it also helps them with developing their decoding skills and phonological knowledge.	Below Average or low average Spelling Age (SS 88 or below).	4 students in this intervention with below 4 in English	Phase 1: 1/11/2016 – 10/2/2017 Average Spelling Age increased by 5 months and standardised score increased by 2.1. For those students in this intervention with below level 4 in English, their Average Spelling Age increased by 13 months and their average increase in standardised score was 5.25. Number of students who have made progress ((i.e. their spelling age increased following the intervention): 3/4 Intervention led by: HLTA
Buddy Maths	An intervention whereby year 9 and 10 students 'buddy' up with a year 7 student supporting them with their KS3 Maths skills. Selection is determined by the Head of Maths and is based on students who have scored poorly on specific topics in a Maths test or students who need to consolidate their Maths skills by overlearning. The 'Buddy Maths' intervention uses KS3 Maths Revision guides and workbooks to support the year 7 students.	Students who scored poorly on specific topics in a Maths test or students who need to consolidate their maths skills by overlearning (liaison with Head of Maths).	6 students in this intervention with below 4 in maths	Phase 1: 31/10/2016 – 3/2/2017 Average increase in key skills test for all students taking part in this intervention: 19.7% Average increase for students below level 4 in maths 10.5% Number of students who have made progress (i.e. their score on key skills maths test increased following the interventions): 6/6 Intervention led by: HLTA and supported by Senior TA.
Accelerated Reader	Whole school approach to improving literacy which		36 students in this	Average reading age for KS2BL4 E students in September 2016- 8



	<p>was introduced to year 7 and 8 students in September 2016, with books available for reading in one English lesson per fortnight and at Home. Since January 2017, students have been reading for 2 x 10 mins per day during school time as well as at home. Although not a literacy intervention per se, Accelerated Reader allows monitoring and managing independent reading practice while promoting reading for pleasure.</p>		<p>programme with below 4 in English</p>	<p>years 9 months, average reading age for KS3BL4 E students in December 2016- 8 years 11 months.</p> <p>Only marginal increase in students' reading age but in term 1 and 2 Accelerated Reader was still in its infancy. However, the system allowed for an effective identification of students who needed 'urgent intervention' and allowed the school to take appropriate actions to support their literacy via a structured intervention (LEXIA).</p> <p>Start of intervention: October 2016 End of intervention: Ongoing Number of students who have made progress ((i.e. their reading and/or spelling age increased following the intervention): 17/36 Intervention led by: HLTA</p>
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Parental comments on the impact of the Humanities Group

'We were very pleased our son has had the opportunity to be taught in the new humanities format Gosford have initiated this year. We feel having the opportunity to be taught in a smaller group of pupils has benefitted him enormously, allowing to have the confidence to speak in front of his peers in a smaller group but learning these skills. The continuity of having the same learning environment and teacher for this lesson incorporating all the subjects under the one umbrella we feel has had a hugely positive impact on our son's learning. He really enjoys attending his humanities lessons, he is never anxious about things prior. He has a good rapport with his teacher and he feels at ease working alongside his peers who are learning at the same or similar levels as he is as he has in the past felt intimidated learning in an environment of mixed ability. We feel very lucky that our son is being taught in this way.'

'My daughter was put into the humanities since she arrived at Gosford. When the humanities group was explained to me and my daughter before she started at Gosford Hill I was very impressed with what the school was planning and felt that this would help hugely with my daughter's needs, as she is very shy and not at all confident about asking, with this class the teachers can approach the children and give them the help they need to complete the tasks set, because it is such a small group, the children also feels they can ask for help within the class as they are all in the same situation.'



'My daughter feels safe and happy in the humanities lessons, it is the only class that my daughter has NOT had any problems with as the teachers can assist her and meet her needs, along with understanding each child's requirements. The teacher has also got to know the children so this helps hugely as they know what each child struggles with and how best to support them.'

'My daughter loves humanities because it is a small group of students who all need additional help that I don't think they would get in a normal class room environment. There is a teacher with a T A in each of the lesson.'

'My daughter finds it much easier to try and do her work in this sort of situation and can achieve some of the work that she has to do along with the support from the teacher and the TA. I feel that if there wasn't this sort of class on offer for these children then they would be totally lost in the education system in Gosford Hill School.'

'However, I only wish that English, maths could also be taught in this lesson as my daughter is still finding it very difficult to cope in the general classroom situation for these lessons. The small humanities group is a godsend to my daughter's education without this additional help, I think my daughter would have had to go to a special school who could meet her needs. However, with the fantastic support of her humanities group she feels that life in this lesson is good and she can try her best without being laughed at or bullied from the other pupils or made to feel any different to the other pupils in the class, as all the children have their own problems and she is just like every one of them.'

'My daughter really struggles with school and her learning and we feel this humanities lesson has really been a great confidence boost to her. She feels part of a class that is designed for her needs and to learn at her own speed without feeling out of her depth. She's feeling confident and showing improvement throughout her learning and her school life.

She enjoys the lesson and says it's challenging but in a good way that she can push herself and knows she can and will achieve unlike other lessons where she feels lost and then really is not learning anything as she feels defeated and then gets left behind even more.

The lesson size also helps, less children means more time to help everyone which then encourages the children even more as they feel they can ask for help and know they will receive it.

I really pleased my daughter was given this opportunity as I'm sure school life would be completely different if she was in the main stream lessons and I'm hoping this opportunity follows her through her school life.'

