

LSA Intervention Strategy Report (2014-15).

National Context:

The DFE provides additional funding to schools for each Year 7 pupil who has not achieved a level 4 in reading and/or numeracy at Key Stage 2. At LSA, these pupils make up our Intervention Group (IG).

This funding is not ring-fenced however, the expectation is that identified pupils are given the support they need to ensure that, as far as possible, they catch-up with age-related expectations, and have the best possible chance of being successful at secondary school.

Below is a list of the strategies and interventions we have used at LSA during 2014-15.

1. Investing in staffing to allow for additional Literacy and Numeracy support.

Funding received:

Catch-up funding from DFE.	£18,000
Funding received from LSCT.	£25,000
Total Funds:	£43,000

Funding allocation:

Contribution to AR software and resources:	£ 2, 000
Contribution to Cross-phase HLTA provision (full time):	£ 27,500
Contribution IG Literacy HLTA support (12 hrs per week):	£ 8,500
Contribution IG Numeracy HLTA support (7hrs per week):	£ 5,000

The school received £18,000 of additional funding. This was used to secure additional specialist higher level teaching support in English and mathematics for IG pupils.

It also allowed us to secure further matched funding from The Lytham Schools Community Trust (LSCT) which allowed us to begin our intervention at the point of transition between primary school and secondary school as outlined under 2 below.

Along with their peers, IG pupils have their individual needs met through differentiated English and mathematics lessons. In addition they also receive one or more of the following provisions:

- 1:1 and/or small group support in English and/or mathematics lessons to further personalise the teaching and learning; encourage engagement; build self-esteem and independence; and develop productive working methods.
- Using the Accelerated programme, support for reading during Form Time 4 mornings per week;
- Spelling support during Form Time 1 morning per week;
- For 1 half term, additional literacy lessons each week during History lessons to support the development of writing. Support continues into History lessons so that IG pupils can use their skills in context;
- Breakfast sessions once a week to improve handwriting;
- For 1 half term, additional numeracy lessons for 1 hour per week during Art, Music or Computing lessons.
- Breakfast session for additional mathematics in response to teacher feedback for the week. In this way, identified misconceptions can be addressed quickly.
- Beyond the Bell – after school sessions to support English and/or mathematics homework and develop skills conducive to independent learning.

The impact of our work to support Intervention pupils is as follows:

English:

Cohort	Making expected progress	Making better than expected progress
Year 7 pupils.	60%	15%
Year 7 Intervention pupils.	68%	32%

22 pupils entered LSA <L4 in reading at the end of Year 6. By the end of Year 7, 15 of these pupils achieved L4c or better in English with 9 of these being L4b or better. This represents a significant start to “catching-up” to the national average for their age group. There is a correlation between an improvement in reading age and the rate of “catching-up” for 10 of these pupils. The remaining 5 made progress in English but not in their reading and for progress to be secure, this needs additional, specialist support and intervention which is captured in “What Next” below.

Maths:

Cohort	Making expected progress	Making better than expected progress
Year 7 pupils.	77%	60%

Year 7 Intervention pupils.	24%	12%
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29 pupils entered LSA <L4 in mathematics at the end of Year 6. By the end of Year 7, 20 pupils achieved L4c or better in mathematics with 13 of these being at L4b or better. Again, this represents a significant start to “catching-up” to the national average for their age group.

2. Transition support:

The amount received from LSCT was £25,000. This enabled us to second one of our Higher Level Teaching Assistants (HLTA) to work on a cross-phase project with two of our feeder primary schools.

The aim of the project was to support the learning of IG pupils in Year 6 so that they could secure a level 4 in their SATs exams in reading and/or writing in the summer. The HLTA developed personalised intervention schemes in consultation with the children’s primary teachers. The contributory impact of this work is shown below:

Primary school	Number of pupils	Targeted skill	Impact shown as a TA level & SATs result.
A	12	Writing	<ul style="list-style-type: none"> • 9/12 joined LSA in Y7. • 9/9 improved by between 1 and 3 sub-levels between Feb and May. • Average progress made = 1.6 sub levels. • 8/9 went on to achieve at least a L4 in reading in their SATs exam.
A	12	Reading	<ul style="list-style-type: none"> • 10/12 joined LSA in Y7. • 9/10 improved by between 1 and 2 sub-levels between Feb and May. • Average progress made = 1.0 sub levels. • 6/10 went on to achieve at least a L4 in writing in their SATs exam. (1 has no data).
B	5	Writing	<ul style="list-style-type: none"> • 4/5 joined LSA in Y7. • 3/4 improved by between 1 and 2 sub-levels between Feb and May. • 4/4 went on to achieve a L4 in their SATs exam.
B	9	Reading	<ul style="list-style-type: none"> • 6/9 joined LSA in Y7. • 5/6 improved by between 1 and 2 sub-levels between Feb and May. • 3/5 went on to achieve a L4 in their SATs exam.

The above children were then invited to our Summer School which was delivered by the same HLTA where the relationship continued to develop. The aim was to ensure a smooth and confident transition to secondary school and encourage continued reading and writing throughout the summer break.

At the beginning of the autumn term this supportive relationship developed into in-class support again provided by the same cross-phase HLTA. This maintained confidence and engagement and ensured that English teachers had up-to-date information about the pupils' progress and ability.

Of the 15 pupils who joined LSA from Year 6, 14 went on to make at least expected progress by the end of Year 7 showing that progress was maintained and built on during their first year at secondary school.

3. Intervention is not just for Year 7.

During this year, we used some of the above funding to buy 300 Accelerated (AR) licences to support reading in Year 7. The aim of this strategy was to continue the structured reading habits developed in primary school and encourage a reading culture.

Additional IG pupils in Year 7 received additional access to reading support and AR through the provision outlined above.

The Year 7 AR scheme will roll into Years 8 and 9 for those pupils who continue to need reading support. It will also continue into Years 10 and 11 for identified pupils. This is to secure confidence, build regular reading habits and improve reading. Our aim is to support their Key Stage 4 curriculum and basic skills so that they can have a clear progression route post-16.

What next?

At the end of this academic year, progress data is analysed to identify areas of focus and further development. Therefore to facilitate further impact in 2015-16 the following will be key priorities for the year:

1. A newly appointed English Intervention Teacher, who is a KS2 specialist will further develop and deliver our literacy intervention resources and support in the planning of English programmes. English staff will be trained in important strategies to help youngsters improve their reading and "catch-up" with their peers.
2. AR to be introduced across all of KS3 to further embed LSA as a reading school. Identified pupils will receive additional AR/reading lessons to support the development of this key skill. The newly appointed English Intervention Teacher will develop phonic skills in those pupils that have this gap in their understanding, and develop a programme which supports comprehension and interpretation of a text.
3. Additional Numeracy short-slot sessions will be delivered after school to secure understanding and address misconceptions.
4. Science and maths teams in Year 7 to liaise to support development of numeracy skills.
5. English and humanities teams in Year 7 to liaise to support the development of literacy skills.
6. Tracking and monitoring systems to be further refined to aid profiling.
7. Training for all staff in how to support IG pupils' basic skills in their lessons.

