

**Stationers' Crown Woods Academy**  
**Year 7 Catch Up Premium 2020-2021**

**Key Priority 1: To provide additional literacy support to Year 7 pupils to improve reading ages and comprehension**

All students in years 7 have their reading ability tested three times a year using the Star Reader test. This gives NRSS, SS and reading age data. In the absence of KS2 data this year, this was cross-referenced with internal testing done in HT1. Students that have a score of below 85 on their NRSS score are identified for further intervention although all students have reading support through our AR and Start Reader Programme.

There are a number of interventions that can be accessed and these are outlined in the report. We have appointed a specialist member of staff to deliver the interventions alongside the work done through the SEND team. The Government has contributed £20000 towards the cost of these interventions. The cost to the Academy exceeds £40500

The Academy is seeking a specialist numeracy lead for further intervention.

**Action 1: Assessing the Students**

The YARC is currently used to further diagnose specific reading difficulties of those on interventions.

Students and target groups are tracked and English teachers are using this data with students and parents to aid progress.

**Next Steps**

The WIAT-3 will be used by the SEN dept to further diagnose wider learning issues and to match SEN interventions appropriately.

**Action 2: Closing The Gap: How data is used for specific intervention**

There are several interventions that students can have access to. Some such as *Sound Discovery* for very low readers or more complex SEN students are delivered by the SEN department and others (stated below) are delivered by Catherine Root (Literacy Lead).

This term we are piloting the Herts For Learning Fluency intervention which consists of 2x 30 min group sessions for 8 weeks. It uses echo reading to develop students' inner reading voice and comprehension. There are 52 students accessing it. The YARC assessment tool has been used to diagnose their reading issues at a deeper level prior to the start and will be used again at the end of the intervention to measure impact.

Following this intervention, students needing further support will continue in the most appropriate intervention for them either in small groups or 1:1: These include access to: *Rapid Reader*, *Catapult*, *Accelerated Reader* or more specialized phonics work in the SEN department.

**Next Steps**

SEN dept to extend their range of literacy interventions in particular to review the impact of the current *Sound Discovery* phonics programme.

SEN dept to use WIAT-3 as a diagnostic tool to identify specific issues and match with relevant intervention.

### Action 1: Reading For All

All students in years 7 read within the Accelerated Reader reading scheme at their appropriate level. Texts can be accessed electronically on myON as well as in hard copy.

The library is open to year group bubbles. It currently offers a Year 7 reading club and after school homework provision. It runs competitions and events where appropriate eg World Book Day, UN Environment Day etc

Teachers discuss reading progress with students and hear students read in fortnightly library lessons.  
Incentives exist to motivate students to engage such as tutor group word count competitions and 100% quiz winner voucher draws

### Next Steps

To train and develop teachers in every classroom to execute and support reading and writing more effectively and consistently.

To trial an online literacy support package for students to close gaps independently at home such as *Literacy Planet*

### Impact November 2020 - March 2021

|        | Average growth in SS | Average NRSS | Average growth in NRSS | Average growth in reading age |
|--------|----------------------|--------------|------------------------|-------------------------------|
| ALL    | +26                  | 101          | -1                     | +0.03                         |
| Y7     | +42                  | 101          | -1                     | +0.05                         |
| Y8     | +8                   | 101          | -2                     | +0.01                         |
| GIRLS  | +36                  | 102          | -1                     | +0.03                         |
| BOYS   | +17                  | 100          | -2                     | +0.01                         |
| PP/FSM | -1                   | 95           | -2                     | 0                             |
| EAL    | +32                  | 105          | -1                     | +0.03                         |
| SEN    | +19                  | 91           | 0                      | +0.02                         |

All groups have held a reasonably steady position throughout this challenging year. The improved SS scores across all but one group, indicate that students are making improvements in their reading ability.

There is general equality between boys and girls however, there is a need to push them to gain more rapidly.

**Key Priority 2: To minimise the disruption to learning through school closures and self-isolation as a result of Covid 19**

Throughout module 2, Covid restrictions and isolation resulted in the academy adopting a hybrid model of remote learning with classroom teaching. During module 3, with the exception of vulnerable and key worker students, all students and staff were working remotely. Students followed their timetable and lessons were taught live and supported with pre-recorded direct instruction where appropriate (Over 95% of lessons were live).

**Action: To ensure all students have access to technology and are trained so that they have full access to lessons and learning materials during periods of learning at home**

Students were audited and any student who did not have access to a device or was using a shared device was loaned a chromebook during the home learning period. Following this, all students have been loaned their own device for their time at the Academy to support their learning.

Students without internet access were invited into the Academy during the period of school closure

Teachers, Students, Parents and Carers received training and support in advance and throughout.

- Google Level 1 training and certification for all teaching staff
- Training resources and materials for students, staff and parents
- Digital Champions appointed for support and expert guidance
- How to produce pre-recorded lessons training video
- Training on delivering live lessons
- Training on Google Classroom and Google Meet for cover supervisors
- Training on Google Classroom for support staff

**Action: Reading during School Closures**

Students had access to MYon which is an online Library and allowed students access to texts throughout the period of school closure.

Our Literacy Lead contacted students and parents who had been due for intervention in half terms 3 and 4 to give advice and support with how to use myON to improve reading and monitored their progress.

World Book Day events happened virtually including competitions and author talks.

**Impact**

At the end of this period, the Leigh Academies Trust Parent survey (709 responses) had the following responses:

- 96.3% agreed/strongly agreed that the online learning provided by the academy has been easy to access
- 92.1% agreed/strongly agreed that online learning provided by the academy is well organised

- 88.9% agreed/strongly agreed that the online learning provided by the academy was supporting them and their child to learn at home.
- 87.2% agreed/strongly agreed that the online learning provided by the academy was of a good standard
- 74.9 % agreed/strongly agreed that online learning provided by the academy has improved further since last academic year
- 83.7% stated that the amount of work provided by the academy was adequate; 7.7% stated that too much work is set and 8.6% too little work is set.