

How is Year 7 Literacy and Numeracy Catch-up Premium Spent at Outwood Academy Ormesby to Ameliorate Barriers to Learning 2015-16

Our Y7 intake's prior attainment is significantly below national average. We recognise that this can result in our students experiencing additional barriers to their learning. We are working to ameliorate these barriers for our students and have structured our curriculum, pastoral system and staffing to target key barriers such as low literacy and numeracy, learner behaviour, inclusion, emotional health well-being, cultural and educational opportunity, health and safety. We recognise that good or better teaching has a disproportionately positive impact on our disadvantaged cohort and our students from low ability attainment bands. Our Year 7 Literacy and Numeracy Catch-up Premium funding is deployed to target these barriers and raise the quality of our provision so that all students can achieve.

Barrier Being Addressed	Sutton Trust Summary	Whom	Outline of Initiative	Impact by end of academic year 2016
Raising the profile of Literacy	N/A	GHO LHA	Aspiring Leader leading on literacy and technical accuracy targeting barriers to learning that all students including those in low attainment cohorts and those whom are disadvantaged may experience. Responsible for line management of the library staff and their development of accelerated reader, teaching of OAO reading programme.	Impact to date: library profile and usage raised, open morning, break, lunch and after school now. Technical accuracy agenda being promoted and catch up programmes run
Deeps	N/A	LJA	Ensuring leadership opportunities are distributed to tackle barriers to learning are offered through one year's project posts for Teachers and support staff. Deeps posts offered to lead Literacy, Numeracy, SMSC, Y8 & Y11 boys aspiration programmes, Residential, Sports Leader, breakfast club, CEIAG etc.	Each project post brief has been met
Strategy: Raising Academic Readiness, Confidence and Engagement				
Key focus 1: Improving Numeracy and Literacy: Low standards of literacy and numeracy prevent learner accessing the curriculum and hinder readiness for the workplace				
Additional funding to stock library for Accelerated Reader, LEXIA, maths ninjas etc	Phonics programmes: Moderate impact for very low cost, based on extensive evidence. + 4 Months	GHO TON APE	AR has been funded through PPG, however following Y7 testing appropriate level books have been purchased for the library and funded through Catch up Lexia and OAO reading programme allocated to Y7 catch-up students Lexia VMG groups established to provide daily Lexia slots	Increased access to appropriate texts. January 2015 impact to date: Y7 in 3 weeks have loaned 274 books compared to the next best year group Y8 at 75 loans Results for last year-reading progress Y8 Average: + 9 Months Y8 (now 9) Average: + 8 months Y9 now 10 Average: + 1 year Lexia Reading Group Average: +2 years 6 months
Year 7 Mastery Scheme	No Sutton Trust research base	ARI	OGAT Maths Master scheme implemented for Y7&8. Teachers have attended training and have held Maths café sessions to hone their teaching of mastery.	Numeracy levels in terms of fluency and efficiency of students in KS3 have improved as a result of the mastery SOW. The SOW is continuing to be improved and tweaked throughout this year in an attempt to improve the numeracy skills of our students further.

Senior TAs for Maths and English Small group intervention:	Small group tuition: Moderate impact for moderate cost, based on limited evidence. + 4 Months	KBR & ARI	Support targeted students in lessons and through specific intervention catch up programmes through SEND based withdrawal. To facilitate before and after school catch up provision.	Identified activities with TAs provided learning gains for > 85% of pupils involved The proportion of SEND students attaining A*-C in maths increased by more than 5 times it's starting point from end of year 10 to end of year 11 (4.5% to 30.2%). The proportion of SEND students that made expected progress increased be over 15 times its starting point from the end of year 10 to the end of year 11 (2.3% to 37.2%). Both increases are far greater than those made by non-SEND students due to the interventions in place.
Key Focus 3: Student Well-being & Resilience: Emotional and physical well-being often presents as a barrier to learning affecting self-worth , resilience and preparedness to learn				
Student Voice and Satellite Groups	Moderate impact for moderate cost based on moderate evidence.+2 months	LHA	All Year 7 students took part in a voting system to elect a Student Voice panel that they are able to talk to share concerns and ideas. Also over 50 Year 7 students applied for satellite groups that led on various initiatives, including charity and the environment.	These groups ran throughout the year and students were able to access these and take part in initiatives in the academy, such as charity fundraising. This process will be replicated this year 2015-16 with a target on Year 7 students to run for Student President 2016
<i>Tracking of Y7 Catch up funding allocation is made available on the PDF of our Excel Tracker</i>				