

# The Year 7 Catch-Up Premium at Sheffield Springs Academy 2018-2019

## Principal of the Funding

The Literacy and Numeracy Catch-Up Premium gives state-funded schools additional funding to support year 7 pupils who did not achieve the expected standard in reading or maths at the end of Key Stage 2 (KS2).

The 'expected standard' is derived from the scaled scores achieved by pupils in their Year 6 National Curriculum tests (SATs) in mathematics, English reading and English grammar, punctuation and spelling. Each pupil's scaled score is based on their raw score, which is the total number of marks they scored in their tests, based on the number of questions they answered correctly.

The raw scores pupils achieve in the tests are then converted into scaled scores, to ensure that accurate comparisons of performance over time can be made.

A scaled score of 100 will always represent the 'expected standard' on the test. Pupils scoring at least 100 will have met the expected standard on the test. The Catch-Up Premium is provided to secondary schools to support them in ensuring that every pupil in Y7 who did not meet the 'expected standard' in mathematics or English can be given additional support.

## Allocated Funding

In 2017-18, Sheffield Springs Academy received £16,235 in Catch-Up Premium funding. This amount is now allocated on the basis that schools receive the same overall amount of Year 7 catch-up as they received in 2016-17 but adjusted to reflect the change in size of the Year 7 cohort between the October censuses.

The Academy will receive its 2018-19 allocation on 1<sup>st</sup> March 2019. We anticipate that this figure will still be around £17,000 to £18,000.

## Identifying and Supporting Catch-Up Premium Pupils

The Academy uses the detailed breakdown provided in the 'Question Level Analysis' function of the ASP (Analyse School Performance) service to identify the specific pupils and / or micro-populations in which our new Y7 pupils did not reach the expected standard. We then use the analysis of this information to tailor our provision for these pupils to meet their needs and accelerate their progress in mathematics, reading, grammar, punctuation and spelling.

## The Bridge – 'Aspire' Programme

The Bridge is intended to be a 'school within a school' and is a warm, inviting area where pupils with a range of additional needs can feel secure, supported and at home.

Eligible 'Catch-up Premium' pupils are withdrawn from form / curriculum time (non-core) and taught intensively for two hours a week for literacy and 4 hours a week for numeracy within a primary style provision in the Academy. This small group setting enables trained staff (HLTAs and the SENDCO) to work with them intensively to develop their basic reading, writing and mathematical skills.

Pupils accessing additional numeracy provision receive this intensive intervention for one term, with a mid-point assessment taking place to ensure that the strategies being employed are effective and to allow the teachers to adapt their planning according to each pupil's progress. The groups of pupils eligible are on rotation throughout

the year, with the lowest scoring (in the Academy's formal baseline assessments) being prioritised on the first rotation. Full schemes of work linked to the STEPs model are delivered and continually assessed.

Pupils accessing the literacy provision receive additional literacy sessions as part of their timetabled lessons. In these sessions intensive the Read Write Inc Fresh Start programme is followed. Students are continually assessed using placement testing and the New Generation Reading Tests.

## Literacy

At the beginning of each term, an individualised intervention plan is devised for those students in key stage three eligible for "Catch-Up Funding", composed of literacy strategies from the third strand of the academy literacy policy in order to boost their skills with accelerated rates of progress. *This work is further outlined in the 'Literacy Policy' document (Appendix 1).* Each student will use a bespoke combination of strategies tailored based on the requirements of their literacy needs and any other contributing factors. Each student undertakes a term of work using their assigned strategies to follow their intervention plan and are then assessed again using GL Assessment reading and spelling testing in order to determine the impact of the assigned interventions. At the end of the term, each individualised intervention plan is monitored and evaluated with the provision altered, extended or discontinued as is applicable to promote student progress.

Strategies available for use within individualised intervention plans include:

- Lexia Phonics
- Read Write Inc.
- Strategic School Improvement Fund Project (SSIF): Reading for Inference Intervention Programme
- Beanstalk Reading Mentors
- Staff Reading Mentors
- Literacy Enrichment Trips
- SPaG Home Learning/Saturday School
- React 2
- Handwriting Home Learning/Saturday School

## English and Maths

Smaller class sizes in the lower set maths and English classes in year 7 also help to provide the extra support and attention that pupils who are eligible for Catch-Up Premium may benefit from (this equates to 5 hours per subject per week).

## Early Risers

For each of the past four academic years the Academy has worked with our local primary schools to run an 'Early Risers' programme, which enables all Y6 pupils to start Year 7 in June.

We believe that by starting their secondary education slightly earlier, we can give every child the best possible start and that their progress and attainment will benefit. By getting to know the children before the summer holidays we will be able to ensure that they feel better supported and happier when making the step up from Primary School.

In 2016, the Academy was the joint recipient of a prestigious award for our transition work following an in-depth research project conducted by Sheffield Hallam University. The research found that pupils who accessed 'Early Risers' did not regress as much over the summer holidays, made better progress throughout Year 7 and attended better than their peers who did not benefit from early access or extended transition arrangements. In-depth

pupil and parent surveys carried out by the university indicated increased confidence, better relationships with peers and significantly reduced anxiety around the transition process.

Funding Allocation 2017-18		Funding Allocation 2018-19 (Anticipated)	
£16,235		£18,000	
Number of Eligible Pupils		Number of Eligible Pupils	
English: 57	Mathematics: 42	English: TBC	Mathematics: TBC
Funding Spent On		Spending Plan	
SEND Manager salary contribution to run the 'Aspire' programme within the Bridge. £12,354		SEND Manager contribution to run the 'Aspire' programme within the Bridge. £14,543	
Consultancy charge for SENDCO from High Hazels Junior School to provide oversight and support during SENDCO's maternity leave. £3,164		Recharge for SENDCO support from neighbouring academy to support the Bridge and to provide training and support to SENDCO. £7,956	
Recharge for SENDCO support from neighbouring academy to support the Bridge and to provide training and support to SENDCO. £7,800			
LRC Manager contribution to coordinating the STAR reading programme £4659			
Lexia programme software and licenses £371		Lexia programme licenses £371	
Literacy and numeracy resources £1,031		Literacy and numeracy resources £1,165	
		Read Write Inc. resources £3,000	
Literacy co-ordinator TLR contribution £523		Literacy co-ordinator TLR contribution £3,504	
Small group teaching for maths and English £4,772		Small group teaching for maths and English £4,814	
STAR Reading Programme contribution £1163			

### Impact of Catch-Up Premium Spending 2017-18

83 students accessed the Bridge provision in 2017-18. Of the 83 95% graduated from the Bridge within one term having mastered the baseline KPIs and 98% graduated within 2 terms.

Progress made in the core curriculum against the academy's bespoke STEPs model by pupils eligible for the Catch-Up Premium is outlined below, with the progress made by 'all' pupils also provided for comparison.

Blue = making more than expected progress

Green = making expected level of progress

Red = making less than expected progress

Grey = making significantly less than expected progress

**English:**

Students below standard AP5 English:

Full Cohort Y7 AP6	English	%
B	27	17.53%
G	67	43.51%
R	4	2.60%
Gr	53	34.42%
No Data	3	1.95%
<b>Grand Total</b>	<b>154</b>	<b>100.00%</b>

Below Standard AP6	English	%
B	19	28.36%
G	29	43.28%
R	2	2.99%
Gr	17	25.37%
<b>Grand Total</b>	<b>67</b>	<b>100.00%</b>

**Maths:**

Students below standard AP5 Maths:

Full Cohort Y7 AP6	Maths	%
B	22	14.29%
G	42	27.27%
A	23	14.94%
R	49	31.82%
Gr	15	9.74%
No Data	3	1.95%
<b>Grand Total</b>	<b>154</b>	<b>100.00%</b>

Below Standard AP56	Maths	%
B	5	9.26%
G	17	31.48%
A	7	12.96%
R	21	38.89%
Gr	4	7.41%
<b>Grand Total</b>	<b>54</b>	<b>100.00%</b>

## Appendix 1 – Literacy Policy

### Definition

Literacy is an ability to read, write and speak fluently and is, therefore, an integral part of all activities within the academy. It is the means through which individuals access education, work, society and success.

### Aims

The aims of the academy literacy policy are:

1. To raise student attainment in literacy in order to achieve academic success
2. To prepare students for a life after education in a communication-rich society.

### Objectives

- To assess student abilities within literacy effectively and regularly
- To provide appropriate and challenging materials of study to every student in key stages three and four to cater for their individual development of above age-related levels of literacy
- To implement whole school literacy strategies across key stage three pastoral time to promote the development of above age-related levels of literacy
- To implement whole school literacy strategies across key stages three and four curriculum time to promote the development of literacy skills suitable for the requirements of each subject
- To implement intervention literacy strategies across key stage three with those students identified as below age-related levels, as eligible for “Catch-Up Funding”, or, as having a specific educational need, and, key stage four students as required
- To involve all staff in the embedding of literacy strategies within the whole school curriculum through training and CPD
- To monitor and evaluate the impact of literacy strategies upon student progress and attainment effectively and regularly

### Principles

The following expectations are outlined in the Key Stage Three National Curriculum for English produced by the Department for Education in 2013. These principles underpin all aspects of the literacy policy for the academy and are acknowledged within the practice of all members of staff.

#### **Reading**

*Teachers should develop pupils’ reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home.*

#### **Writing**

*Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.*

#### **Speaking**

*Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and, select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their*

*understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.*

### **Summary: Approach to Literacy**

The aims and objectives of the academy literacy policy necessitate a multifaceted approach. Since it is imperative that all students excel, obtaining above age-related levels of literacy as outlined by the Key Stage Three National Curriculum document, and yet not all students arrive with the same levels of proficiency, varying degrees of support are required. The implementation of literacy strategies within the academy can, therefore, be organised into a three strand approach: whole school pastoral; whole school curriculum; and, individualised intervention. Whilst all students in key stage three access the first two strands of work (with all of key stage four accessing at least the second strand), the third strand and its components is tailored on an individual basis based on the requirements of their literacy needs and other contributing factors. *This work is further outlined on page 6 and in the 'Catch Up Premium' document.* These strands work in unison during each term, instigated and monitored by rigorous data collection then evaluated for impact upon student progress, in a continuous cycle. This approach is illustrated below on page 3.

Each phase and strand of the academy approach to literacy will now be discussed in depth.

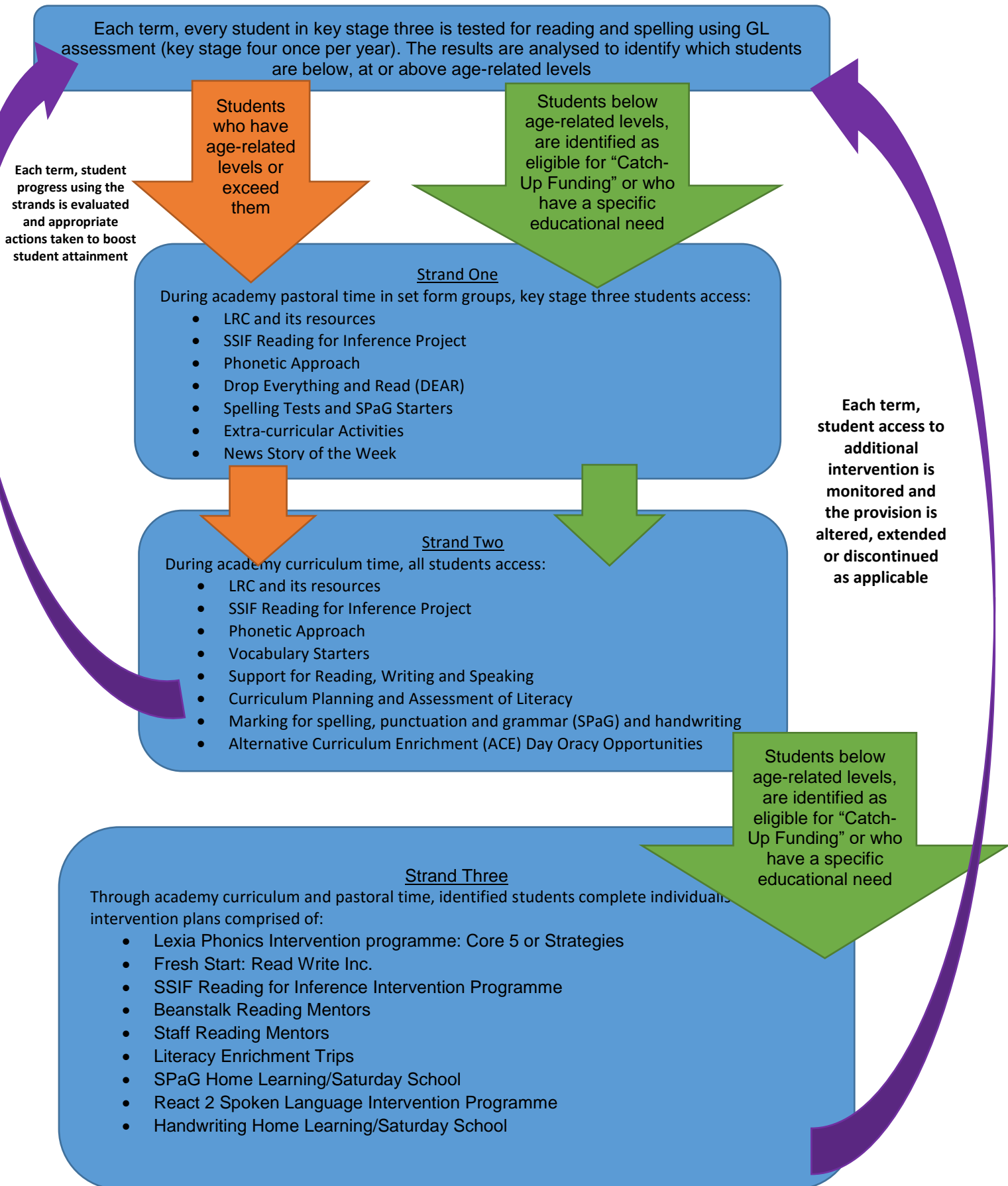
### **Data Collection**

At the beginning of each term, every student in key stage three is assessed to ascertain their ability in reading and spelling.<sup>1</sup> This assessment is conducted using the GL Assessment software. All assessments are sat in exam conditions during curriculum time. The data from these assessments is analysed comparatively to age-related levels of literacy in order to categorise students into those working below, at or above these expectations. Subsequent to these analysis, all students access the literacy strategies of strands one and two though the degree to which this will be supervised/independently or scaffolded/unscaffolded will be based upon their ability. For those working below age-related levels, as eligible for "Catch-Up Funding", or, as having a specific educational need, an individualised plan of intervention is devised from the literacy strategies available in strand three in order to boost their skills with accelerated rates of progress.

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<sup>1</sup> Students in key stage four are assessed at the beginning of each year to support planning and differentiation. Access to literacy strategies in strand one is available should the individual desire to access them. Strand two literacy strategies should be prevalent in all curriculum time, key stages three and four. Access to literacy strategies in strand three is assessed individually.

## A Diagram of the Academy Approach to Literacy



## **Strand One: Whole School Pastoral Strategies**

During the 35 minutes of form time at the beginning of each day, all students in key stage three are working to improve their literacy skills in reading, writing and speaking with the goal to exceed those skills defined for their age group. Using the data from GL Assessment, students are placed in set tutor groups so that the supervising tutor can provide appropriate support to a group of students of a similar ability. During this work, a range of strategies are utilised in order to improve student skills in all three areas of literacy.

### Learning Resource Centre (LRC)

All material within the LRC has been tested and labelled for its level of difficulty using Accelerated Reader software. Following data collection, every student is provided with a level of difficulty which is appropriate for their proficiency in reading; every student is expected to have a reading book that is suitable for their skills (from this level of difficulty) at all times during the school year. During form time, all students in key stage three have fortnightly use of the LRC and its resources. This opportunity is available to return, renew and loan materials from the LRC. During this time, students are also invited to read aloud with either their form tutor or the librarian and practise comprehension skills through question-and-answer activities.

### Strategic School Improvement Fund Project (SSIF): Reading for Inference

In conjunction with SSIF and Chorus Education Trust, the academy is working to boost comprehension and understanding of written English through the use of the Reading for Inference key strategies. Proven by research to aid student understanding of complex text, the eight strategies are: background knowledge; prediction; visualisation; inference; breakdown; repair; VIP words; and, gist. During form time, all students in key stage three receive guidance and support on using the eight strategies independently to support their private reading. All staff receive training on the promotion of comprehension through the 8 strategies during literacy INSET, focussing on how to guide students to examine written material more closely.

### Phonetic Approach

During form time, all students in key stage three receive guidance and support on phonetic strategies to address unfamiliar vocabulary. The phonetics of the sounds of English is practised when decoding unknown or complex vocabulary in whole-form situations as well as when staff work with small groups or one-to-one. All staff receive training on phonetics during literacy INSET, focussing on how to guide students into accessing unfamiliar vocabulary.

### Drop Everything and Read (DEAR)

Drop Everything and Read is an initiative designed to promote reading for pleasure through a defined opportunity for all individuals within a location to stop everything they are doing and read privately for 20 minutes. All students in key stage three participate in DEAR sessions once per term to celebrate reading for pleasure as an aspect of literacy. During this time, students are expected to provide themselves with appropriate material for private reading, and, to read independently for 30 minutes during form time. Staff participation is also actively promoted with all individuals within the academy.

### Spelling Tests and SPaG Starters

With the introduction of spelling, punctuation and grammar marks into most GCSE specifications, we recognise the importance of these skills as a part of a student's literate ability in writing. All students in key stage three complete weekly spelling home learning and tests as well as weekly SPaG starter activities during form time to support a renewed emphasis on their skills within academic literacy. The spellings used are identified by age-expected



curriculum lists and high frequency words in order to assist students in all their efforts across the academy. All staff receive training on the promotion of SPaG skills through literacy INSET, focussing on basic rules to ensure are addressed through teaching and learning.

### Extra-Curricular Activities

During the week, a number of literacy based additional activities take place once lessons have been completed. These include the debate club, a reading group and a writing club. Designed to promote a passion, love or particular ability within literacy, these clubs are open to all students in key stage three but those students with above age-related levels of literacy are particularly invited along to attend. This is in order to stretch and challenge their skills further by placing a higher demand upon them or spreading their experience of literacy and literature outside of their comfort zone.

### News Story of the Week

Once per week during form time, all students in key stage three have the opportunity to discuss topical events from the news. Form tutors identify current events or topics within local/national/international news to be explored and discussed with students, preparing prompts or information in advance to develop debate and discussion. All staff receive training on the promotion of spoken language and oracy through literacy INSET, focussing on modelling how such debates are developed.

### **Strand Two: Whole School Curriculum Strategies**

During every lesson of curriculum time in the academy, all students in key stages three and four are working to improve their literacy skills in reading, writing and speaking with the goal to exceed those defined for their age group. As a part of teaching and learning, a range of strategies are utilised in order to improve student skills in all three areas of literacy.

### Learning Resource Centre (LRC)

During curriculum time, all students in key stage three have weekly use of the LRC and its resources: once per week, students visit the LRC in an English lesson in order to practise and promote independent reading and reading for pleasure. During this time, students are also invited to read aloud with either their English teacher or the librarian and practise comprehension skills through question-and-answer activities. The LRC is also available for use by other subject areas and key stage four plus holds up-to-date non-fiction resources relating to each curriculum area.

### Strategic School Improvement Fund Project (SSIF): Reading for Inference

In conjunction with SSIF and Chorus Education Trust, the academy is working to boost comprehension and understanding of written English through the use of the Reading for Inference key strategies. Proven by research to aid student understanding of complex text, the eight strategies are: background knowledge; prediction; visualisation; inference; breakdown; repair; VIP words; and, gist. During lesson time in each curriculum area, all students in key stages three and four use the eight strategies as part of class and independent work to support their access and understanding of curriculum material. All staff receive training on the promotion of comprehension through the 8 strategies during literacy INSET, focussing on how to guide students to examine written material more closely.

### Phonetic Approach

During curriculum time, all students in key stages three and four receive guidance and support on phonetic strategies to address unfamiliar vocabulary. The phonetics of the sounds of English is practised when decoding unknown or complex vocabulary in class situations as well as when staff work with small groups or one-to-one. All

staff receive training on phonetics during literacy INSET, focussing on how to guide students access unfamiliar vocabulary.

### Vocabulary Starters

During curriculum time, all students in key stages three and four are required to complete subject specific vocabulary tasks appropriate to the lesson and topic as a starter to each lesson. These key words could be defined, analysed, scrutinised, exemplified or rationalised as a tool to aid student understanding and remembrance of both the term itself and the unit of work. These starter tasks are underpinned by the use of the eight Reading for Inference project strategies though the vocabulary and tasks are specific to each curriculum area. All staff receive training on the promotion of comprehension through the 8 strategies during literacy INSET, focussing on how to guide students to examine written material more closely.

### Support for Reading, Writing and Speaking

As a part of each curriculum, resources are provided in order to support students with the completion of reading, writing and spoken tasks. These resources for scaffolding and differentiation – such as writing frames or sentence stems – are explicitly planned into long, medium and short term plans for each curriculum area. All staff receive training on supporting the areas of literacy during literacy INSET, focussing on how to scaffold for the literacy requirements of a task.

### Curriculum Planning and Assessment for Literacy

As a part of each curriculum, students undertake tasks and assessments which practise, promote, assess and evaluate their ability in each of the three literacy skills. These tasks are explicitly planned into the long, medium and short term plans for each curriculum area. Both formal and informal assessments are planned and prepared which evaluate literacy skills in line with the requirements for the GCSE specification for the specific curriculum area as well as age-related expectations. All staff receive training on planning and assessing literacy in the curriculum during literacy INSET, focussing on how to map literacy into each curriculum area.

### Marking for SPaG and Handwriting

As a part of curriculum time, all students in key stages three and four receive feedback from curriculum staff on their use of spelling, punctuation and grammar as well as their handwriting as a part of the marking and feedback policy.

### Alternative Curriculum Enrichment (ACE) Day Oracy Opportunities

Alternative Curriculum Enrichment (ACE) days explore spiritual, moral, social and cultural (SMSC) topics which may fall outside of curriculum areas but are vital to student experience and development. Once per term, all students in key stage three participate in off-timetable ACE days whereby SMSC topics are explored through spoken tasks. Using oracy skills such as debate, interview and presentation, students consider topics which help to prepare them for life after education.

### **Strand Three: Individualised Intervention**

Students identified as below age-related expectations for literacy, those eligible for “Catch-Up Funding” or who have a specific educational need also access literacy strategies tailored to their requirements and outlined on their individual intervention plan. *This work is further outlined in the Catch Up Premium document.* Each term, these identified students in key stage three are assigned additional literacy strategies to use as interventions, undertake a term of work using their assigned strategies and are then assessed to determine the impact of the assigned

interventions. Each individual intervention plan is monitored at the end of each term and the provision is altered, extended or discontinued as is applicable to promote student progress. Each identified student in key stage three may use some, all or any of the literacy strategies below as is designated on their individual intervention plan and appropriate for their proficiencies in literacy.

#### Lexia Phonics

Students identified as below age-related expectations for literacy, those eligible for “Catch-Up Funding” or who have a specific educational need may access Lexia Phonics Core 5 or Strategies online reading intervention to boost their understanding of the phonic components of English. This intervention is accessible at home as well as at school and, therefore, will also be set as home learning. Students access Lexia at school for two of the three recommended twenty minute sessions per week (with the final session being completed at home) plus a further twenty minutes completing written tasks based upon their Lexia work. This intervention occurs during form time and is run within the Bridge.

#### Read Write Inc.

Students identified as below age-related expectations for literacy, those eligible for “Catch-Up Funding” or who have a specific educational need may be withdrawn from French curriculum lessons to receive additional support through the taught provision of Reading Write Inc. This reading intervention will boost their understanding of the phonic components and work structures of English. Students access Read Write Inc. at school for two hours of teaching per week and is run alongside the curriculum.

#### Strategic School Improvement Fund Project (SSIF): Reading for Inference Intervention Programme

Students identified as below age-related expectations for literacy, those eligible for “Catch-Up Funding” or who have a specific educational need may be withdrawn from French curriculum lessons to receive additional support through the taught provision of Reading for Inference. In conjunction with SSIF and Chorus Education Trust, the academy is working to boost comprehension and understanding of written English through the use of the Reading for Inference key strategies. Proven by research to aid student understanding of complex text, the eight strategies are: background knowledge; prediction; visualisation; inference; breakdown; repair; VIP words; and, gist. Students access the Reading for Inference intervention programme for two hours of teaching per week and is run alongside the curriculum.

#### Beanstalk Reading Mentors

Students identified as below age-related expectations for literacy, those eligible for “Catch-Up Funding” or who have a specific educational need may access an adult reading mentor through the charity Beanstalk. With this mentor, the student participates in guided reading and comprehension work to boost their understanding of English. Students work with their mentor for thirty minutes twice a week withdrawn from curriculum time.

#### Staff Reading Mentors

Students identified as below age-related expectations for literacy, those eligible for “Catch-Up Funding” or who have a specific educational need may access an adult reading mentor from the academy’s staff body. With this mentor, the student participates in guided reading and comprehension work to boost their understanding of English. Students work with their mentor for thirty minutes twice a week withdrawn from form time.

### Literacy Enrichment Trips

Students identified as below age-related expectations for literacy, those eligible for “Catch-Up Funding” or who have a specific educational need may be offered opportunities to attend enrichment trips designed to boost their knowledge and ability within any or all of the three areas of literacy. Once per term a trip will be organised whereby the offered experience will, promote and celebrate the importance of reading, enable students to write more complex, intricate or knowledgeable pieces, or, demonstrate or educate students in the skills of public speaking. These trips will be half or whole day opportunities within the academy day.

### SPaG Home Learning/Saturday School

Students identified as below age-related expectations for literacy, those eligible for “Catch-Up Funding” or who have a specific educational need may be provided with additional home learning materials to boost their knowledge and understanding of spelling, punctuation and grammar (SPaG). This material is in the form of a booklet to be worked through over a half-term and submitted for feedback. There is also the opportunity for these students to attend “Saturday School” workshops focussing on SPaG areas identified by the students’ weaknesses in order to receive further teaching within smaller groups. This intervention will take place outside of pastoral and curriculum time.

### React 2

Students identified as below age-related expectations for literacy, those eligible for “Catch-Up Funding” or who have a specific educational need may be given access to the React 2 oracy intervention. This is designed to boost their understanding of spoken English. Students access React 2 at school for three twenty minute sessions per week. This intervention occurs during form time and is run within the Bridge.

### Handwriting Home Learning/Saturday School

Students identified as below age-related expectations for literacy, those eligible for “Catch-Up Funding” or who have a specific educational need may be provided with additional home learning materials to boost their knowledge, understanding and experience of legible handwriting. This material is in the form of a booklet to be worked through over a half-term and submitted for feedback. There is also the opportunity for these students to attend “Saturday School” workshops focussing on handwriting with particular areas identified by the students’ weaknesses in order to receive further teaching within smaller groups. This intervention will take place outside of pastoral and curriculum time.

### **Monitoring and Evaluation**

Students identified as below age-related expectations for literacy, those eligible for “Catch-Up Funding” or who have a specific educational need also access literacy strategies tailored to their requirements and outlined on their individual intervention plan. *This work is further outlined in the ‘Catch Up Premium’ document.* Each term, these identified students in key stage three are assigned additional literacy strategies from strand three to use as interventions, undertake a term of work using their assigned strategies and are then assessed to determine the impact of the assigned interventions. At the end of each term, a meeting is conducted to evaluate the impact of the each individualised intervention plan upon the student’s own progress. This is done through a comparison of the before and after GL assessment data as well as a review of student attainment across the curriculum. Once the student’s own progress has been ascertained, the provision is altered, extended or discontinued as is applicable to promote student progress.

All students utilise a range of literacy strategies during whole school pastoral and whole school curriculum time. These strategies are separate into strands one and two of the literacy policy. The use of these strategies will be

evaluated each term regarding impact on student progress regarding literacy ability and on student attainment within the curriculum. This is done through a comparison of the before and after GL assessment data, a review of attainment data across the curriculum as well as any other data available for the specific literacy strategies. Once the success and impact of a literacy strategy has been ascertained, actions may be taken to boost student attainment during use of this strategy as is appropriate.

### Key Roles and Responsibilities

Staff Title	Role and Responsibility
All Other Academy Staff	All staff around the academy have a responsibility to promote reading, writing and speaking around the academy through their actions, communication and attitude.
Teaching Staff	All staff with a teaching role have a responsibility to plan and teach lessons which promote the importance of reading, writing and speaking as well as make provide opportunities to use and develop students' literacy skills.
Data Manager	The data manager has a responsibility to prepare and implement the testing of students required to ascertain competencies in reading, writing and speaking and to implement the literacy strategies.
Librarian	The librarian has a responsibility to support students in their efforts to improve their skills in reading, writing and speaking through support of lessons, reading with students, and opportunities for extra-curricular activities.
Bridge Staff	Staff working within the Bridge are responsible for delivering the literacy strategies which require students to be withdrawn from curriculum and pastoral time. They are also an advocate at all times for the importance of reading, writing and speaking skills amongst students and staff, offering advice and support to other curriculum areas as required and planning opportunities for extra-curricular activities.
SEN Co-ordinator	The SENCO has a responsibility to ensure the Bridge provision is being appropriately delivered and to ensure staff are aware of how to appropriately differentiate to the level of or to the access requirements of those students with additional educational needs and to monitor that this level of support for reading, writing and speaking takes place. Also responsible for monitoring individualised intervention plans on a termly basis.
English Department	Staff working within the English department are responsible for at all times advocating the importance of reading, writing and speaking skills amongst students and staff, offering advice and support to other curriculum areas as required and planning opportunities for extra-curricular activities.
Literacy Co-ordinator	The literacy co-ordinator has a responsibility for overseeing all aspects of the literacy policy including the testing procedures, the implementation of literacy strategies at curriculum and pastoral levels, and, monitoring and evaluation. Also responsible for implementing the training and support of staff with the implementation of the literacy policy and reporting to the senior leadership team, and, if necessary, the governing body, regarding the implementation of the literacy policy. Also responsible for monitoring individualised intervention plans on a termly basis.

Form Tutor	All staff with a form tutor role have a responsibility to plan and implement the literacy strategies designated for form time regularly and in a manner which support their form towards developing more advanced skills in reading, writing and speaking.
Heads of Year	Staff with a head of year role have a responsibility to ensure the form time provision to support for reading, writing and speaking is being appropriately planned and delivered. Also responsible for identifying those students who require further literacy intervention strategies from the third strand in the form of an individualised intervention plan for other reasons than have previously identified such as extended absence or extended periods in inclusion.
Curriculum Area Leaders	Staff with a curriculum area lead role have a responsibility to ensure the curriculum provision to support reading, writing and speaking is being appropriately planned and delivered. Also responsible for monitoring and evaluating use of strand two literacy strategies within their own curriculum area and taking necessary action to ensure their curriculum fulfils the literacy policy.
SLT: Pupil Experience	The SLT for Pupil Experience has a responsibility for overseeing aspects of the literacy policy relating to pastoral time and those students who require individualised intervention plans. Also responsible for the monitoring of the implementation of literacy strategies during form time and for monitoring individualised intervention plans on a termly basis.
SLT: Teaching and Learning	The SLT for Teaching and Learning has a responsibility for overseeing aspects of the literacy policy relating to curriculum time including the monitoring of the implementation of literacy strategies during curriculum lessons.
Senior Leadership Team	Senior Leadership have a responsibility to promote reading, writing and speaking around the academy through their actions, communication and attitude, amongst students and staff. Also responsible for liaising with their specific teams or curriculum areas to ensure the implementation of the literacy policy.