



Expenditure

- TA delivery of inference sessions
- TA delivery of guided reading sessions
- Resourcing and staffing of the Progress Group to support reading and writing
- Resourcing, training and launch of IPEELL in year 7 (and 8) to support writing

Impact

Below is a summary of the changes in attainment over the course of year 7:

	Start of year 7	End of year 7	Difference
Reading ages – catch-up students	Average = 9.9 years	Average = 10.9 years	1 year
Reading ages – non-catch-up students	Average = 12.2 years	Average = 13.1 years	11 months
IPEELL assessment – catch-up students	Average score out of 40 = 11	Average = 17.7	6.7
IPEELL assessment – non-catch-up	Average score out of 40 = 18.4	Average = 19.3	0.9

Gap	Start of year 7	End of year 7
Reading ages	2.3 years	2.2 years
IPEELL assessments	7.4 marks	1.6 marks

This indicates that Catch-Up students have narrowed the attainment gap by a month in reading and by nearly 6 marks in IPEELL assessments.

Those with SATs scores below 90 made the least progress in terms of reading ages, this is likely to be due to the summer holidays. IPEELL has benefited those students with SATs scores in the 80s and enabled them to make an average of 5.8 marks progress across the year:

	Start of year 7	End of year 7	Difference
Reading ages – 80-89 SATs	Average = 8.9 years	Average = 9.7 years	0.8 years
Reading ages – 100+ SATs	Average = 12.2 years	Average = 13.1 years	0.9 years
IPEELL assessment – 80-89 SATs	9/40	14.8/40	5.8 marks
IPEELL assessment – 100+ SATs	18.4/40	19.3/40	0.9 marks

Gap	Start of year 7	End of year 7
Reading ages	3.3 years	3.4 years
IPEELL assessments	9.4 marks	4.5 marks

Those with SATs scores 90 and 95 have made significantly more progress in their assessments than those with scores of 100 or more. Reading ages have remained similar:

	Start of year 7	End of year 7	Difference
Reading ages – 90-95 SATs	Average = 9.2 years	Average = 10.05 years	1.3 years
Reading ages – 100+ SATs	Average = 12.2 years	Average = 13.1 years	0.9 years
IPEELL assessment – 90-95 SATs	9/40	18.1/40	9.1 marks
IPEELL assessment – 100+ SATs	18.4/40	19.3/40	0.9 marks

Gap	Start of year 7	End of year 7
Reading ages	3 years	3.05
IPEELL assessments	9.4 marks	1.2 marks

Those with SATs scores between 95-100 have made significant progress in closing the gap:

	Start of year 7	End of year 7	Difference
Reading ages – 95-100 SATs	Average = 10.7 years	Average = 11.9	1.2 years
Reading ages – 100+ SATs	Average = 12.2 years	Average = 13.1 years	0.9 years
IPEELL assessment – 95-100 SATs	12/40	17.8/40	5.8 marks
IPEELL assessment – 100+ SATs	18.4/40	19.3/40	0.9 marks

Gap	Start of year 7	End of year 7
Reading ages	1.5 years	1.2 years
IPEELL assessments	6.4 marks	1.5 marks

Additionally children were tested at 3 key points in the year as part of the “Write Across” national project. Below are their results:

Student	SATs Score	Baseline 1 (40)	Baseline 2 (40)	Baseline 3 (40)	Improvement in marks between baseline 1 and 3
1	85	4	8	9	5
2	86	3	15	14	11
3	88	4	14	6	2
4	88	7	19	11	4
5	90	5	7	12	7
6	93	9	X	8	-1
7	94	7	X	13	6
8	94	10	X	16	6
9	94	6	15	22	16
10	95	X	X	17	-
11	95	8	8	5	-3
12	96	14	16	X	2
13	96	5	12	14	9
14	96	6	15	16	10

15	96	10	20	16	6
16	96	6	17	X	11
17	96	15	23	19	4
18	97	7	16	19	12
19	98	8	12	19	11
20	99	7	18	15	8
21	99	5	21	X	16
22	99	12	18	12	0
23		5	9	6	1

On average these students' scores increased by 6.5 marks.

Action Points for Academic Year 2019-20

English - reading	Continued fixed-term reading interventions: <ul style="list-style-type: none"> - Inference group delivered to small groups by TAs - IDL sessions delivered to small groups by TAs - Parent volunteers to read with target students
	Reading Support Partners for those reading 1+ years below chronological age
	Extra books purchased for the library for those reading below the functional reading age of 9.6
	Purchase of Accelerated Reader software to ensure that students are reading material appropriate to their reading age and ability
	Additional teacher to deliver English and phonics to the Transition Group
	All subjects to enable 15 minutes of independent reading per fortnight
	Form time reading
English - writing	Use of IPEELL in lessons to support writing development, organisation of ideas and planning
	Use of memorable experiences to inform writing
	IPEELL to enable students to self-regulate their own progress and targets
	Use of PTE tests to facilitate Academy-wide writing targets and focus for all staff and students in years 7 and 8