



Education Improvement Grant 2016-17 Review of Impact

In the financial year 2016-17, Bishop Vaughan was allocated £75,518 in EIG funding. This funding is directed at helping pupils to overcome barriers presented by low literacy and numeracy. All spending under this grant is targeted at areas identified through research findings as being highly effective in supporting the development of literacy and numeracy skills. The funding is used creatively and dynamically in order to respond to the needs that pupil progress tracking identifies throughout the academic year. Amongst other sources, the spending is influenced by the findings of:

- **Numeracy in Key Stages 2 and 3- An Interim Report , Estyn, 2014**
- **'Removing the barriers to literacy'. Ofsted, 2011**

The EIG funding supports a highly trained, motivated and experienced team of Teaching Assistants who have developed specialisms in literacy and numeracy. TAs work intensively with small groups of pupils and individuals in order to improve their skills at both Key Stage 3 and 4.

In the Autumn term of the 2016 TAs were deployed to work predominantly with KS3 pupils on small group literacy programmes and progress monitoring in addition to:

- Undertaking literacy and numeracy rich-task quality assurance in conjunction with Head teacher's book scrutiny on the quality and range of literacy and numeracy tasks given to pupils in line with the LNF and whole school curriculum map. TAs supported the Head of Literacy and Numeracy in identifying evidence in books.
- Sharing best practice in order to support staff to identify characteristics of a literacy and numeracy level 1 (SEN), level 2 (Basic skills), level 3 (on age expectations) and level 4 (MAT) also done in conjunction with Head teacher's book scrutiny.
- Promoting school events relating to literacy and numeracy and celebrating the achievement of pupils.
- Disseminating whole school literacy data and keeping records up to date of NRT standardised scores highlighting SEN and MAT pupils for staff to provide effectively tailored differentiation in lessons
- Creation of Numeracy Toolkits for all staff to aid a consistent approach in the teaching and learning of handling data
- Towards the end of the Autumn term and in response to needs identified by data tracking the focus of the TAs changed in order to promote the achievement

of GCSE key marginal students by removing twelve students from a non-core GCSE option that they were struggling in for bespoke English Language intervention. The purpose of this was to secure at least a C grade at GCSE and was brokered through parent/teacher agreement. Students were taught in small groups of three to four.

- Observing strong English practitioners in the delivery of the new GCSE English Specification in order to identify highly effective strategies for pupils with low literacy skills

Impact of Spending

1. The KS4 intervention strategy comprised of 12 pupils identified for support who were failing one of their other subjects. Sessions were delivered by specially trained TAs in groups of 4. Students' Pre-Public Examination papers were used as a diagnostic tool to provide TAs with item level data in order for the sessions to be tailored to specific student need. The Scheme of Work was produced by the English teacher and Literacy co-ordinator. The TAs have been delivering key stage three intervention for many years and have moved into Year 10 and Year 11 English lessons as part of their training and further student support.
2. All of the boys on the intervention gained a C grade in GCSE English language. 4 girls did not achieve the C grade, however their BVS targets were below C to begin with.
3. The impact of the intervention was very positive as 8/12 pupils achieved C or above.
4. Only 2 students are FSM and one achieved a C and one did not.
5. Qualitative Data:
Students also completed a short survey to determine attitudes and views on the intervention. All pupils said they found the sessions useful, most pupils said they found the long answer reading question and the writing section the most difficult. Overall, pupils think they have improved their writing skills. Most pupils felt more confident than they did at the start and knew their targets for improvement.