EIG Grant 2017-18 Financial Year

2017-18 Allocation £61,394

EIG funding is primarily used for staffing costs associated provision to support pupils experiencing barriers to learning through lack of Literacy or Numeracy skills in KS3.

Key Actions:

1. Identify need with regard to pupils – circumstances, achievement & progress.
2. Track individual progress regularly.
3. Provide Literacy and Numeracy support staff.
4. Develop systematic approach to intervention, support and feedback for learners including those at risk of disengagement and those with emotional or social needs.
5. Provide enrichment and extra-curricular activities including additional individual and small group provision and access to school facilities beyond the school day.

Actions & Evaluation 2016-17 Academic Year:

Literacy
Following the National Reading Test (NRT) pupils are targeted in two ways:

- Students having an age standardised score of below 100 but above 85 work with the Literacy support staff in timetabled Literacy lessons.
- Those who score 85 and below are targeted by the ALN area.

Once identified the children work in smaller groups on literacy tasks in order to give them confidence and to improve their reading ability. The children are assessed regularly and return class when they have caught up with their peers.

In addition the following groups are also identified and supported:
- Potential A/ A* children to push them and support them with the higher order inference skills.
- Those children who are entitled to FSM.
- ALN including SA, SA+ and S pupils.
- Boys - to address the nationally recognised achievement gap when it comes to reading.

As a result of interventions, we have had a number of children who have improved their confidence and also their reading ability. This has helped to ensure that Gowerton is in benchmark 1 for children in Years 7, 8 and 9 achieving a standardised score of 85+.

For those students achieving a standardised score of 115+ the literacy support assistant's work has helped us to achieve Benchmark 2 in Year 7 and Benchmarking 1 in Years 8 and 9.

In addition to this, individual members of staff refer children who are struggling for additional support too. This helps restore confidence in their literacy skills and handwriting across relevant subjects. A 'Literacy Craft Club' has also been set up in the library which is also somewhere where they can build on and develop their literacy skills.

Our literacy support assistant (Nicky Jones) has applied for funding to participate in the 'Our Gower' project where we have targeted a number of the pupils from the above groups. She has organised all of this and is working with ERW to work on DCF, Literacy and ESDGC.

Numeracy

There is a parallel provision for Numeracy. Pupils are organised into like groupings so that teaching and learning is matched to pupil needs.

There is a catch up group within each ability band where pupils significantly below their expected performance can receive catch up intervention utilising a support teacher.

They work throughout the year on different aspects of the LNF. Progress is monitored and pupils can leave the catch up programme once the needs have been met.

Pupils of particular groupings such as FSM and LAC are monitored and if they fall on the cusp of the intervention group are given the catch up support.

Outcomes in the National Numeracy Tests for all year groups at all levels are in Bench-marking Quartile 1.

Areas for Development 2018
- To widen achievement enhancement to KS4, improving include L2 and Capped points scores to 1st or 2nd position in the family.

EIG Action Plan 2017-18

Areas of Improvement	Expected outcomes	Success Criteria
• Numeracy & Literacy specialist intervention	provement in key indicators: tional Numeracy and Literacy nchmarks	Improved Confidence in basic skills of identified pupils. National Test outcomes

Key Actions	Lead	Outcome
• Ensure the new data tracking systems identify eFSM underperformance across subjects. • Extended school time • Tailored curriculum - timetabling access • Tuition and catch-up groups identified and set up	AJB/LB AJB AJB JSB/LAG	• PLCs identify target pupils and support • After School sessions in Numeracy/Literacy • Pupil groups are able to access support • Groups timetabled & improved grades