

PROPOSAL

Use of Funding from High Needs Block 2013-14

School Forum – KS1, KS2 and KS3 Projects

Barking & Dagenham schools have approached the LA to source a coherent suite of programmes that will be effective in recovering the skills of pupils who are at risk of failing in literacy and mathematics, and which will accelerate their learning back to age-related expectations. At the request of headteachers, the LA has now researched and identified a number of programmes which evidence suggests will meet this brief; these are outlined below for the Forum to consider.

Proposal

All schools should have a range of effective Wave 3 programmes in place in order to accelerate the progress of the lowest attaining, high cost pupils. Support at Wave 3 involves additional time-limited provision in the form of one-to-one intervention to accelerate progress

We are seeking funding to enable a number of programmes (at KS1, 2, 3) to be introduced and embedded in school practice. These particular programmes are designed to enable the schools to create a cohort of highly trained teachers and teaching assistants who will build capacity within schools to support high cost pupils.

Rationale and Context

Currently, there is a group of our lowest attainers pupils with special educational needs who are at increased likelihood of underachievement. This is often due to the complex interactions of a variety of cognitive, social and demographic factors.

Barking and Dagenham has previously introduced and pioneered a number of initiatives to enable accelerated progress for pupils with SEN, and which have been found to make a significant difference in *closing the gap*. The most beneficial projects provide a detailed initial assessment of each pupil's learning needs followed by targeted support tailored their individual difficulties. More details of some of these case studies and their impact and can be found at:

https://everychildcounts.edgehill.ac.uk/wpcontent/uploads/2011/09/INTEVENTIONS_BOOKLET_WEB.pdf

The proposed programmes are noted below. Some are currently running in the LA and are highly successful. They provide one-to-one and/or small group support and personalisation on a consistent and regular basis (x3 – x5 week for ~20 minutes) delivered by a teaching assistant and/or teacher, depending on the programme (*also see Table 1*).

Key Stage 1 & Key Stage 2

In Literacy:

- *Reading Recovery* - Teacher
- *Every Child a Reader* - Teacher
- *Reading Support -Project X Code* – Teaching Assistant

Key Stage 2

In mathematics:

- *Numbers Count* - Teacher
- *1stClass@number 1 (KS1)* – Teaching Assistant
- *1stClass@number 2 (lower KS2) support the acquisition of key skills* – Teaching Assistant
- *Success in Arithmetic* – Teaching Assistant

Key Stage 3

In Literacy:

- *Literacy Catch-Up* – Teaching Assistants

In mathematics:

- *1stClass@number 2 (lower KS3) support the acquisition of key skills – Teaching Assistant*
- *Success in Arithmetic – Teaching Assistant*

Overview and Funding of Proposed Interventions

*(please see page 4 for impact of some of these existing programmes currently running in B&D)
These programmes are high cost and for each pupil attending the programmes the school have identified the costs to be greater than the £6000 allocated within the notional school's SEN budget*

At Key Stage 1

Intervention and brief description	Resource	Effectiveness and length of intervention	Full Year Costs
Reading Recovery Children receive a short series of daily, individual lessons which enables them to catch up within 6 months.	Funding for one teacher-leader and 5 school-based staff to receive training in Reading Recovery during 2013-14 and carry out the Reading Recovery programme with up to 4 children.	16-20 weeks	£140,000
Literacy Catch-Up Based on the principles of Reading Recovery but delivered by TAs. 1:1 (phonics/HFWs/ reading).	9 schools Funding for consultant teacher/TA release time	3 terms x4 week 20 minutes	£20,000
Numbers Count 1 Intervention support for Y1 – 3 given by a specialist teacher. 1:1 to enable accelerated progress	Funding for one teacher-trainer and 10 school-based staff to receive training and support in Numbers Count during 2013-4	40 half hour sessions in 3 months. Children make an average of 15.7 months progress after only 3.7 months of support. Edge Hill University – pupil data tracked	£140,000 Including £5000 To train LA Teacher leader
Total funding			£300,000

At Key Stage 2

Intervention and brief description	Resource	Effectiveness and length of intervention	Full Year Costs
Reading Support (Project X Code) Set of books and resources to support children	Funding for 9 schools to ensure teaching assistant are trained and can deliver the interventions	3 terms New project from Edgehill University trialled in 2012 – developed by Oxford University Press	£20,000
Numbers Count 2 Intervention support for Y4-6 given by a specialist teacher to enable accelerated progress	10 schools Funding for 10 teachers to receive training and support for two terms in Numbers Count 2 during 2013-4	40 half hour sessions over 3 or 4 months Average Number Age gains of 15 months in one term. Edge Hill University – pupil data tracked	£100,000

continued below

At Key Stage 2 (continued)

Intervention and brief description	Request	Effectiveness and length of intervention	Cost
First Class at Number 1 Small group intervention by a trained teaching assistant for children in Y2 First Class at Number 2 Small group intervention by a trained teaching assistant for children in Y3 and 4 or up to Y7.	Funding for 20 TAs to receive training from LA teacher trainer and ongoing support for two terms to deliver the interventions	3 half-hour sessions lessons per week for 12 – 15 weeks Average Number Age gain of 10 months after only 24 lessons in 2 months Edge Hill University – pupil data tracked	£20,000
Total Funding			£140,000

At Key Stage 3

Intervention and brief description	Request	Effectiveness and length of intervention	Cost
Literacy Catch-Up SENCO and support staff trained to deliver a reading intervention programme(focussed on regular reading, phonics and sight vocabulary development)	9 schools Funding for consultant teacher/TA release time	~3 terms x4 week 20 minutes	£108,000
Success at Arithmetic New calculation-based teaching assistant intervention for children at KS 3.	9 schools Funding for 20 TAs to receive training from LA teacher trainer and ongoing support for two terms to deliver the interventions	New project from Edge Hill University being trialled for launch in Autumn term 2013 24 half-hour sessions	£27,000
Total Funding			£135,000

Accessing the projects

- Schools will be able to express an interest to participate in either a reading or number project
- A partnership will be forged with university researchers who will complete number and reading evaluations.

Success Criteria

- Significant increase in number of pupils attaining expected and higher levels at the end each key stage.
- Reduced numbers of children young people who are unable to read or count and who will no longer require high cost intervention.

Schools' Forum is asked a view on which of these projects, if any, they would want to fund.

Additional Information

Overview of Programmes

- i. **Reading Recovery:** continue with a highly successful early intensive literacy intervention that trains teachers to be reading experts for their school as well as supporting struggling readers and writers. In addition to their core role, Reading Recovery teachers can implement the Every Child a Reader (ECaR) strategies within a school by mapping, providing and monitoring a range of other literacy interventions across the primary age range. ECaR provides schools with a cost-effective method to close the gap using the RR teacher's skills.
- ii. **Literacy Catch-Up:** uses the basic principles of Reading Recovery, a modified programme of reading intervention has been designed for pupils in KS2/3 to catch up their skills and enable them to accelerate their progress. Support staff are trained in developing their own skills and understanding of reading and phonics, and in the delivery of the 20 minute reading session (to be delivered 3-5 sessions a week) for high cost pupils.
- iii. **Reading Support (Project X Code):** Quality first teaching of phonics and reading. Rolled out by Edge Hill University. Accelerated phonic and reading skills.
- iv. **Numbers Count:** continue with highly successful bespoke support programme, 1-1 with a view to training teachers in a large number of schools. Average Number Age gains of 15 months in one term, reported. Plus, the school receives a highly trained teacher who can support and lead others.
- v. **1stClass@Number 1:** continue training more TAs to deliver interventions for children and **1stClass@Number2;** a intervention for Lower KS2 children. Both programmes are highly effective interventions and they have the added advantage of increased expertise and effectiveness of TAs who can support in maths lessons.
- vi. **Success@arithmetic (new):** train TAs to deliver the intervention for Years 5 and 6; this has recently been trialled in schools in Lancashire by Edge Hill. This will build schools capacity to improve arithmetic proficiency of the lowest attaining pupils, enabling a smoother transition to KS3 and long term reduced SEN costs. 24 sessions adapted from detailed plans according to child's needs, enabling them to make faster progress.
- vii. **Numbers Count 2** Teachers and TAs are trained to deliver 1stClass@Number 2 for pupils currently in Year 5 at KS2 and Years 7 and 8 at KS3. It is aimed at those pupils who have the greatest difficulty with maths. Improve internal LA capacity to train teachers and TAs for these interventions by funding training for a LA Teacher Leader.

Impact of Existing Programmes Running in Barking & Dagenham

- Of the children that completed **Reading Recovery** (sample included B&D) 95% went on to attain National Curriculum Level 3 or above in Reading and 98% in writing at age 11. 78% achieved Level 4 or above in reading and 69% in writing (2012). These were the children predicted to fail to reach level 3.
- 86% of children who received **Reading Recovery** in 2011/12 made accelerated progress (4 times the normal rate of progress) against 82% who received RR nationally. Thus pupils who were the lowest attaining in their age group have been enabled to catch up and keep up with their peers, with gains sustained over the long term.
- Overall **ECaR** provides schools with a cost-effective method to close the attainment gap by using Reading Recovery teacher's skills and expertise.
- **Numbers Count** – average Number Age gains of 15 months in one term reported, plus the school gets a highly trained teacher who can support and lead others.
- **1stClass@Number1 and 2** - average Number Age gains of 10 months in one term, plus highly trained TAs who can use their maths expertise in all classes
- **Success@arithmetic** - 24 sessions, adapted from detailed plans according to the child's needs, enabling them to make faster progress with mental calculation strategies and written methods.
- **Literacy Catch-Up (new)** is currently running in a number of primary and two secondary schools. It involves assessment, reading, phonics and word acquisition skills. Develivered by teaching assistants for 20 minute sessions. The progress of children is evident. Formal evaluation will take place later this term. We are confident in the benefits of using this programme.