



Introduction

The school was allocated with £13,950 to be spent specifically on Year 7 pupils. Maintained schools and academies may spend the grant for the educational benefit of pupils registered at that school, or for the benefit of pupils registered at other maintained schools and academies. They may also spend it on community facilities, for example services where the provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the school's locality.

At North Ridge we have decided to use the funding during 2019/20 for work around developing and embedding skills in English and Maths. The decision was based on our aim of improving pupils' writing and communication skills.

In Maths we have used the grant to develop and embed core mathematical concepts through a CPA(Concrete, Abstract, Pictorial) approach.

Staff have been trained in Talk for Writing, Elklan and CPA to ensure that all Year 7 pupils receive a consistent approach. Where it has been identified some year & pupils have benefitted from small group or individual intervention sessions.

By developing and embedding these skills in Year 7 we believe that this will support pupils during their secondary education to make good or better progress.

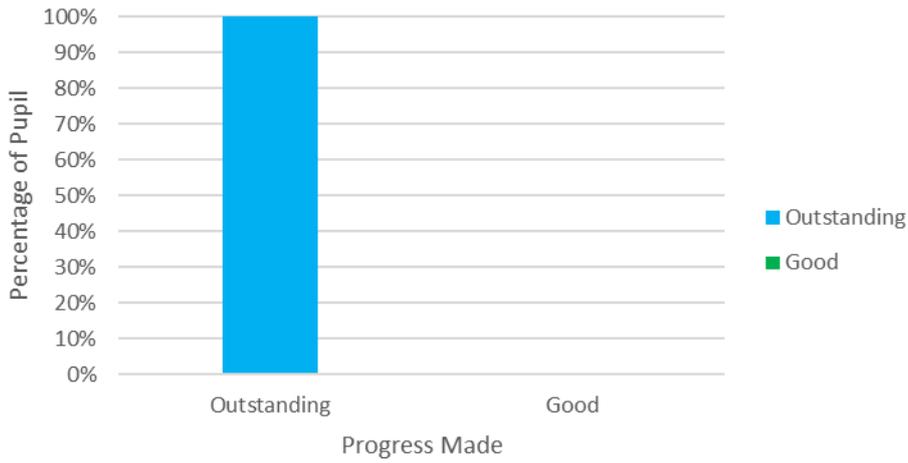
Information on Progress of students

The progress made by pupils in Year 7 is positive see graphs below

GRAPHS SHOWING PROGRESS FROM SEPTEMBER 2019- JUNE 2020

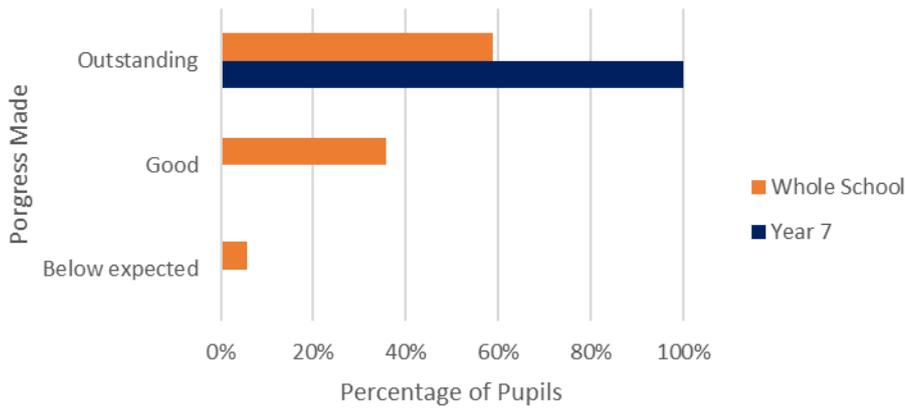


Year 7 Maths Progress

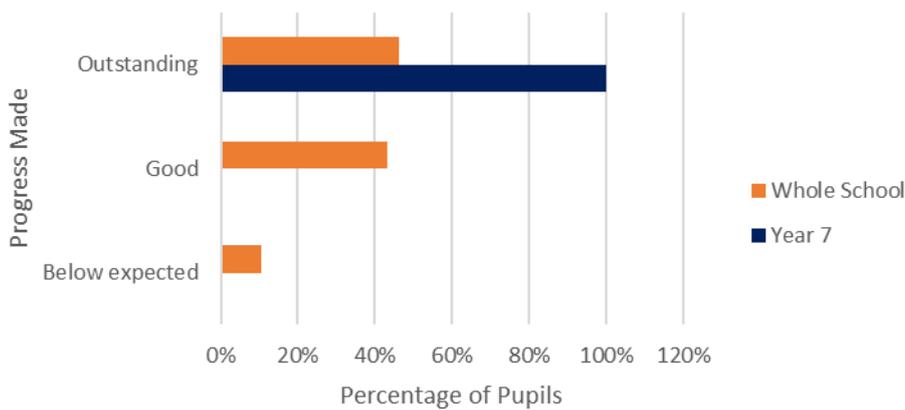


Year 7 Progress compared to Whole School

Year 7 English Progress compared to Whole School



Year 7 Maths Progress compared to Whole School



The identified support for our year 7 has been targeted communication work as outlined below:

Pupil	Key Stage	Target	Outcome	IMPACT
Pupil A	KS3	To assess Pupil A's phonology and use for results to create a speech sound therapy programme for her to access.	Pupil A has had a formal phonological assessment. Staff have been provided with a therapy programme and resources.	As a result there has been an improvement in Pupil A's phonology and she is more confident when talking in class.
Pupil B	KS3	To assess Pupil B's phonology and use for results to create a speech sound therapy programme for her to access. Introduce activity boards to support her use of AAC alongside her verbal language.	Pupil B has had a formal phonological assessment. Staff have been provided with a therapy programme and resources.	Pupil B now has access to a range of communication boards which is supporting her symbolic understanding. As a result she is more confident in class and more willing to communicate and answer questions.
Pupil C	KS3	Pupil C had been using an auditory scanning book in her last setting. This need to be introduced to her new setting.	Pupil C's auditory scanning book was updated to reflect her new class setting. Staff were given advice about how to introduce this into her daily routine. Advice and targets recently reviewed and updated.	Pupil C has settled well and is developing her communication skills using this resource.
Pupil D	KS3	Assessment of Pupil D's communication skills to determine whether any additional communication supports are required in school and at home.	Pupil D was observed in class and seen for 1:1 assessment. Targets were agreed with class teacher. Training session for class staff/parents to achieve targets is outstanding (cancelled due to COVID-19).	An updated report with current targets has been written and shared with parents and class team. Due to Covid 19 school closure this support was not completed and will be reinstated once Pupil D is back in school.

MATHS AND ENGLISH INTERVENTION

Above target

On target

Pupil	Year group	Curriculum area	Target	Starting level	Target Level	Level on completion	Evaluation	Impact statement
Pupil E	Year 7	English	To blend and segment phase 2 CVC words.	20%P8	30%P8	30%P8	Pupil E has responded well to a structured reading intervention. He knows all phase 2 phonemes however occasionally requires prompts to remember to say the sound and not the letter.	Pupil E has made significant progress in blending and segmenting CVC words and has applied this in the classroom and at home. Pupil E has used the strategies he has been taught to read a range of short texts and to independently write a range of words. He is beginning to use these strategies when writing sentences. Pupil E's speech has also improved and is clearer when pronouncing short CVC words.
Pupil F	Year 7	English	To write sentences including a noun and adjective. To write on top of the line with the correct letter formation.	45%P8	55%P8	56%P8	Pupil F will listen to handwriting guidance and will implement skills learnt when writing a short sentence about a preferred topic. He has developed his understanding of a noun and adjective. Prompts needed to name alternative adjectives to colour and size. He has developed strategies to support him reading a short text such as tracking his reading with his finger, using the	Pupil F is able to write on the line when completing extended writing in class, he occasionally still needs prompting to remember to do this. Pupil F has used a range of adjectives in his writing. The content of this writing has improved and with some prompting, he can find the nouns and adjectives in a piece of writing.

							picture to help etc. He can confidently blend and segment phase 2 CVC words within a short text.	
Pupil G	Year 7	English	Pupil G will be able to answer questions about a familiar story by choosing appropriate key word symbols. He will engage in locating visual information in a picture book.	33% p5	44%p5	48%p5	Pupil G will engage with a familiar story. He can remember key words and will vocalise them throughout. He will point to appropriate key word symbols when questioned about the story. With prompts Pupil G will locate visual information within a text.	Pupil G will engage in a familiar story and choose key word symbols when asked a simple question about the story. With prompts he is beginning to engage with a picture book and locate visual information.
Pupil H	Year 7	English	To be able to recognise initial letter sounds of her name. To be able to read HFW's 'and', 'I' within a simple text.	20% P7	30% P7	31%P7	Pupil H can identify all pure sounds of the alphabet. She knows the initial letter of her name and is beginning to apply this skill when decoding CVC words.	Pupil H can identify all initial sounds of the alphabet, some with prompts. She is confident identifying the letter sounds of her name and SATPIN. She is gaining a greater knowledge of HFW and can identify 'I' and 'and' within a familiar text.
Pupil I	Year 7	English	To be able identify all pure sounds of the alphabet. To be able to distinguish between letters 'b' and 'd'. Extension: To be able to write all letters of his name with correct letter formation.	45% P7	55%P7	57%P7	Pupil I worked extremely hard in 1:1 lessons. He can identify all pure sounds of the alphabet and when given a word can identify the initial sound. He can distinguish between letters 'b' and 'd' and write all letters of his names with the correct letter formation consistently. Pupil I remembers	Pupil I can identify all initial sounds of the alphabet. He is beginning to decode CVC words using his phonics knowledge and strategies learned through 1:1.

							key strategies learned to support him reading such as finger pointing, using the picture to help him, blending and segmenting CVC words and applies this each session when reading. Fantastic work Pupil I, well done!	
Pupil J	Year 7	Maths	To understand the value of numbers to 50	20% P8	30% P8	39%P8	Pupil J can confidently rote counting to 50. He can partition a 2 digit number using a range of methods once modelled by a member of staff. When given two number from 1-50 he can compare and identify which is the biggest. More work to be done with Pupil J to identify the smallest value when comparing two numbers from 1-50.	Pupil J has tried hard to develop this skill with verbal support and visual prompt from adults. He attempts to use the knowledge and understanding he has developed and apply it to numbers in different situations, e.g. numeracy starters, work activities, games. Verbal support from an adult is still needed to initiate.
Pupil K	7	Maths	To be able to identify coins and notes. To find coins/notes to make a specified price up to £5.00.	78% 1B	83% 1B	Not able to assess due to Covid 19	Pupil K can confidently identify the value of all coins and notes. Pupil K can identify the exact coins/notes to make a whole value i.e. £10 note to pay for an item priced at the same value. Pupil K is gaining skills using a range of denominations to make amounts.	Intervention have been delivered via online learning during Covid 19 closure. As such we have not been able to assess progress or impact.