

Year 7 Grant for Literacy and Numeracy 2016-17

2016-17 plans

£5.000

Whole school initiatives			
Barriers	Initiatives	Rational	Impact
Books are easily destroyed due to students lack of understanding	Purchase more books	Students require good quality books which spark interest	Students are able to share books with adults and peers and enjoy a rich and varied bank of literacy
For the majority of our students conventional teaching of literacy is ineffective	Introduce “blocks of learning” to all teachers as a prequel to “four blocks literacy”	Training on “4 blocks” highlighted the level our students are working at therefore revision of training required	All teachers are introduced to key principles namely, self selected reading, guided reading, writing, working with words
Develop resources for teaching and learning in literacy and numeracy	<p>iPads (1 for Hawthorn and 1 for Ash) complete with big grips frames and stands.</p> <p>Attention building props. Buy materials for attention building</p> <p>Story sack -Room on a broom 3 Bag books for pupils with PMLD class and library</p> <p>‘in/on/under’ game Class resources for number, shape, letters and sounds.</p>	<p>To develop opportunities including to use technology to provide enriching and motivating lessons to interest in literacy and numeracy.</p> <p>To extend concentration and build attention skills and develop learning in a group.</p> <p>To ensure there are stories which are accessible to pupils with PMLD and GDD.</p> <p>To learn numeracy and literacy concepts and skills through table games</p>	<p>Students have multiple ways of accessing literacy according to interests, abilities and learning styles both independently and with support.</p> <p>Students will be able to work more effectively as part of a small group.</p> <p>Develop the range of accessible and motivating sensory books which are age appropriate</p> <p>Develop early literacy and numeracy skills.</p>
Increase access to learning in literacy and numeracy	<p>Book racks for pupils to access books and enable choice-making (Willow Ash and Hawthorn). Book stands for shared reading (All 3 classes) Smooth Talkers (Willow , and JR)</p>	To overcome some of the physical and sensory barriers which impact on learning and progress.	Ensure inclusive practice and reduce barriers to learning

	Talking Tiles (Ash and Hawthorn) Stands with goosenecks and clamps for positioning iPads.		
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Pupil specific

Student	Barrier	Initiative	Rational	Desired impact
A	Pmld and physical disability which has access implications. New to school	Individualised switch access Access to closed question, yes no cards	Switches and yes no cards can help us assess understanding and so aid our assessment	For A to be able to make good or better progress in literacy and numeracy
B	PMLD and physical disability which has some access implications	Individualised switch access Access to closed question, yes no cards	AAC to enable Meholla to comment or request.	For B to be able to make good or better progress in literacy and numeracy
C	GDD which means following instructions can be difficult, some behaviours can also become barriers . New class teacher	Additional teacher support Smaller class size Additional TA. support	Teaching sessions with experienced teacher supports new teachers ability to deliver sessions which challenge Enable teacher to deliver individualised sessions which are motivating for students 1:1 support as required	For C to be able to make good or better progress in literacy and numeracy
D	GDD which means following instructions can be difficult, some behaviours can also become barriers as inflexible in some situations . New class teacher	Additional teacher support Smaller class size Additional t.a. support	Teaching sessions with experienced teacher supports new teachers ability to deliver sessions which challenge Enable teacher to deliver individualised sessions which are motivating for students 1:1 support as required	For D to be able to make good or better progress in literacy and numeracy
E	GDD which means following instructions can be difficult, some behaviours can also become barriers as inflexible in some situations. New	Smaller class size Additional t.a. support	Enable teacher to deliver individualised sessions which are motivating for students 1:1 support as required	For E to be able to make good or better progress in literacy and numeracy

	class teacher			
F	GDD which means following instructions can be difficult, some behaviours can also become barriers as inflexible in some situations. New class teacher	Additional teacher support Smaller class size Additional t.a. support	Teaching sessions with experienced teacher supports new teachers ability to deliver sessions which challenge Enable teacher to deliver individualised sessions which are motivating for students 1:1 support as required	For F to be able to make good or better progress in literacy and numeracy
G	GDD which means following instructions can be difficult, some behaviours can also become barriers as inflexible in some situations. New class teacher	Additional teacher support Smaller class size Additional t.a. Support	Teaching sessions with experienced teacher supports new teachers ability to deliver sessions which challenge Enable teacher to deliver individualised sessions which are motivating for students 1:1 support as required	For G to be able to make good or better progress in literacy and numeracy
H	GDD which means following instructions can be difficult, some behaviours can also become barriers as inflexible in some situations. New class teacher	Additional t.a. Support Smaller class size	Enable teacher to deliver individualised sessions which are motivating for students 1:1 support as required	For H to be able to make good or better progress in literacy and numeracy
I	GDD which means following instructions can be difficult, some behaviours can also become barriers as inflexible in some situations. New class teacher	Smaller class size Additional t.a support Educational psychology support	Enable teacher to deliver individualised sessions which are motivating for students 1:1 support as required Additional advice given	For I to be able to make good or better progress in literacy and numeracy
J	PMLD and autism	Individualised switch access Access to closed question, yes no cards High quality sensory books for exploration and enjoyment	Switches and yes no cards	For J to be able to make good or better progress in literacy and numeracy

