

## SEND Funding Impact and Evaluation Report Academic Year 2014/15

### Context of Academy

Our school is a non-selective secondary Academy located in Scunthorpe it is in the bottom 40% of the country in terms of indices of multiple deprivation. Rates of unemployment, levels of health & crime are all high compared to national data. The high volume of rented accommodation, split and blended families, leads to high levels of mobility. Families new to the area settle and then move on, when they can afford better housing or work availability dictates. As a result the local stability rate features minimal internal population 'churn' but it does mean that families move frequently between schools.

Melior Community Academy opened in January 2013 and is proud of its position in the community and its development of capable and achieving citizens. It provides education for students aged 11 to 16 and is smaller than most secondary schools nationally. The school has 748 students on roll with an average of 150 in each year group. The school PAN is 190. Despite low numbers in our partner schools in years 5 and 6, recruitment is strong. The year groups are generally balanced in terms of gender with the exception of the current Years 9 and 11 which have a proportionally larger number of boys. 25 students in total have English as an additional language which is well below the national average. The vast majority of students come from white British backgrounds. 17.4% of students are on the SEN register which is above average. 23 students have a statement of Special Educational Needs and 107 students are identified as SEN Support (K). 361 students in Years 7 to 11 qualify for Pupil Premium with 1 student Looked After. An additional 8 students qualify for Forces pupil premium and 2 for Pupil Premium Plus. This represents 48.3% of the school population.

The prior attainment of learners is significantly below national averages in terms of APS. Whilst the school does not have a RAISE document, the data from a previous RAISE document indicates that last year's year 11 were minus 1.6 below national average. Current Year 11 are -1.4 and current Year 10 are -1.8 compared to the national average. The APS on entry for each year group is Y11 26.2, Y10 26.1, Y9 25.7, Y8 26.2 and Y7 26.4.

### Objectives of SEND Spending

To provide students with Statements and Educational Health Care Plans the support recommended within PART 3 (B). This support can vary from Teaching Assistant Support, specialist equipment, intervention programmes.

For students who are SEND but are not Statement or have an Educational Health and Care Plan the department aim to develop students' literacy and skills through provision of a range of personalised reading schemes delivered in small groups (maximum six students) including:-

**Catch-up Literacy, Accelerated Reader, Hackney Literacy Programme, Attack, Dyslexia Intervention Sounds Training**

To develop students' numeracy skills through:

- dyscalculia screening for identified students with related intervention;
- identified students to receive an additional one hour per week small group numeracy support and intervention- students are grouped to meet individual needs.

This support/intervention is funded via the students AWPU monies and sometimes if applicable from their Catch Up funding.

<b>Amount of Statement/EHCP Funding Received 2014-15</b>
<b>£42,000 (£27,000 lump sum and £15,000 top up funding)</b>
<b>Summary of SEND Spend 2014/15</b>
The funding has been used to provide additional staffing to enable small group support for both literacy and numeracy, and to provide additional teaching assistant time within the classroom in line with recommendations on students' Statements or EHCPs.

<b>Record of Interventions for all students within SEND</b>			
<b>Item / Project</b>	<b>Number of Students</b>	<b>Objective</b>	<b>Outcome</b>
<b>Catch-up Literacy</b>	<b>12</b>	<b>To improve the reading age of our students entering the school with reading ages of 5-6 years (ie 5-6 years below their chronological age)</b>	<b>5 Year 7 pupils and 7 Year 8 pupils attended 2x ½ sessions throughout the year. Their progress ranged from 2 months to 3 years and 5 months improvement in their reading age.</b>
<b>Accelerated Reader</b>	<b>86</b>	<b>To improve the reading age of students who entered the school with reading ages 7-9 years. (ie. 3-4 years below their chronological age).</b>	<b>46 pupils in Year 7 did both Accelerated reader and the Hackney Literacy programme. Their reading comprehension ages increased between 1 month and 3 years 10 months. In years 8 and 9 Accelerated reading was done within English lessons with pupils in the lower sets reading for 20 minutes twice per week. Reading comprehension was seen to increase in all students ranging from 6 months to 3 years enhancement.  (The Hackney programme was not used in Year 8 or 9).</b>
<b>Hackney Literacy Programme</b>	<b>46</b>	<b>This programme is designed for students entering the school at KS2 Level 3 in English. It aims to raise their achievement to Level 4.</b>	
<b>Attack Spelling</b>	<b>15</b>	<b>Offered to pupils whose spelling age was significantly below their chronological age. It aims to increase the students spelling age.</b>	<b>11 pupils in year 7 and 4 pupils in Year 8 followed the programme. Their spelling ages increased between 6 months and 2 years.</b>
<b>Beat Dyslexia</b>	<b>7</b>	<b>This is a structured, multi-sensory programme designed to enable students with dyslexia to learn to cope with their diagnosis.</b>	<b>In Year 7, 4 students followed the programme. They made between 2 months and 2.05 years improvement in their reading comprehension. In Year 8, 1 student did Beat Dyslexia. Prior to him leaving the school he had made 7 months improvement in his reading comprehension.</b>

			2 students in Year 9 were started on the programme but neither attended regularly. However, one made 1.01 years and the other 2.08 years improvement in their reading comprehension.
Sounds Training	20	This programme aims to improve the reading and spelling ability of pupils whose reading is falling 1-2 years below their chronological age.	This was done at the end of last year as a trial prior to introduction in 2015-16. 20 Year 11 students were selected. Their reading age was measured before and after the intervention. An increase of between 3 months and 3 years 7 months was recorded.
Teaching Assistants	14	Teaching Assistants provide support to students within lessons as stipulated in their Statement of Educational Needs or Educational Health Care Plans.	To ensure students have received the required support within lessons to be able to fully access mainstream education.

