

Dixons McMillan Academy Catch-up Literacy Plan 2023/24

Statements of success

For the academy to be fully accessible to those with sensory impairments and / or physical disabilities, including fine and gross motor impairments

2023/24 Cycle RAG

| | | 1 | 2 | 3 |
|----------|---|---|---|---|
| A | All students below chronological reading age on entry make progress towards, or reach, their chronological reading age | | | |
| B | All catch up students make purple progress in English in cycle assessments | | | |
| C | All students below their chronological reading age take part in, at least, one targeted intervention programme | | | |

Plan / Spend

Implementation timeline

2023/24 Cycle RAG

| | | Jul 23 | Sep 23 | Nov 23 | Jan 24 | Mar 24 | May 24 | Jul 24 | Sep 24 | Dec 24 | Mar 25 | Jun 25 | Year 3 | Lead | 1 | 2 | 3 |
|----------|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|------|---|---|---|
| 1 | Ensure whole class reading time through DEAR time so students read widely/often | Co | Im | → | | | | Rv | Im | → | | Im | Im | SLT | | | |
| 2 | Ensure students have access to a range of suitable DEAR books that challenge their reading age | | | | | | | | | | | | | | | | |
| 3 | Embed Lexia/Reading Plus for <100 students in English | Co | Im | Rv | Rv | Rv | Rv | Rv | Im | RV | RV | RV | Im | SLT | | | |
| 4 | Use double staffing to support <100 students in English | Co | Im | → | Rv | | | Rv | Im | → | | Im | Im | SLT | | | |
| 5 | Offer homework intervention to <100 students in English | Co | PI | Im | → | Co | PI | Im | Rv | Im | → | Im | Im | SLT | | | |
| 6 | <100 students are targeted for marking more regularly to support literacy | Co | Im | → | → | → | → | → | Im | → | → | → | Im | SLT | | | |

Key

| | | | | | | | | | |
|-----------|-------------|-----------|------|-----------|-------|-----------|--------|-----------|-----------|
| Co | Communicate | PI | Plan | Pt | Pilot | Rv | Review | Im | Implement |
|-----------|-------------|-----------|------|-----------|-------|-----------|--------|-----------|-----------|