



## Year 7 Literacy & Numeracy Catch-Up Funding – Review of Spending and Development Plan for 2019-20 academic year

**NB: The forced closures of schools due to COVID-19 in March 2020 impacted significantly upon the implementation of this plan. Although all actions were started and some progress could be seen, the closure of the school meant that the interim testing (G2) planned for spring term and summative testing in the summer (G3) could not be conducted. The planned outcomes for the use of funding as interventions could not therefore be fully realised or implemented as intended.**

Literacy and numeracy catch-up funding provides schools with an additional £500 for each pupil who did not achieve at least level 4 equivalent in English reading and/or mathematics at the end of Key Stage 2. Benfield School received **£23,585** towards catch-up in the academic year 2019-20.

### **1. How was this Literacy funding utilised within Benfield School?**

- Salary of Literacy co-ordinator
- Purchasing of literacy-based resources i.e. form class reading books KS3
- Purchasing of ICT based literacy software and assessment packages i.e. Accelerated Reader, STAR Reader, Read, Write, Inc. & Hickey Multi-sensory Language Course
- Literacy rewards
- Reciprocal reading scheme resources
- Staff CPD – ‘Engaging Reading Training’

Accelerated Reader was re-licensed and assessments provided data in a variety of ways. It helped inform:

- How many books a child has read and understood
- How many words they have read
- What level those books were at
- An approximation of how much time they spend reading a day
- What their reading age is
- What level of books they should be reading
- How many months they have gained or lost from the start of the year and the end of the year, or from the start and end of a term

This information can be reported by class or by year group. Reading ages are calculated via by a multiple-choice STAR reading test. It should be noted that these tests are not completely accurate and there are always anomalous results with every cohort. Testing them at the start and end of each term helps to give a more accurate picture, but there are still significant anomalies.

## 2. What were the key actions in 2019-20?

1. Accelerated reader programme was planned to be expanded to support students within Year 10 who were requiring additional support with their literacy. This scheme was due to be implemented after the year group sat their mock GCSE examinations and unfortunately, this was not able to take place due to the closure of schools in March 2020.
2. Reading Club continued to take place with LSA support. This operated over **two mornings per week** for a period of 30 minutes per session via **1-2-1 delivery**. Engagement with parents/guardians in relation to reading at home was also fully facilitated.
3. Key literacy staff continued to concurrently run a **Reciprocal Reading** session using Year 11 and Post 16 students as reading mentors during the periods of October 2019 to March 2020.
4. Benfield School attempted to encourage **greater home involvement** with a reading expectation sheet and access for parents/caregivers using Accelerated Reader Home Connect, but unfortunately, this was not able to be fully implemented due to the closure of schools in March 2020.
5. All class teachers continued to monitor class reading using a **standard reading log**.
7. Key members of literacy staff delivered literacy intervention to **small withdrawal groups** throughout the year to March 2020.
8. A key member of literacy staff led a small English nurture group in Year 7, 8 and 9; following the Read, Write, Inc Fresh Start programme With Year 7.
9. Investment in the **Bedrock vocabulary programme** for all pupils which data (October 2019 to March 2020) demonstrated an impact on the reading abilities of specific students.

### 3. Literacy Development Plan 2019-20 RAG Review (September – March)

**Key focus:** To improve the reading age so that all students are or become 'fluent' readers and improve the standard of writing across all departments.

#### 1. Ensure KS3 pupils are engaged with reading.

Key objectives	Who	When	Support / Financial Implications	Monitoring and milestones	Evaluation	Success Outcomes	RAG March '20
All pupils in KS3 have weekly reading lessons	English Dept ER/MC	Weekly	Accelerated Reader – needs to be expanded to year 10 (Test)  £1520	STAR reading tests at the beginning and end of each term. Weekly monitoring of pupil engagement using data from Accelerated Reader for students with reading age below 9 years.	Data is analysed and interventions put in place	Increased student levels of reading engagement.  <i>Incomplete due to the forced closure of school due to COVID-19</i>	
All pupils understand expectations around reading	English Dept/Year leaders/Progress manager/SLT	On-going	Posters to increase profile of and advertise reading	Pupils understand where they are on the reading ladder, and rewards and consequences are consistently followed through by the class teacher in the first instance and the pastoral team/SLT when appropriate. ER/MC check data half-termly to monitor reading engagement.	Pupil Feedback Staff Feedback Accelerated Reader Data	All pupils read in reading lessons and pass an appropriate number of quizzes	
To continue to promote a culture of reading across the school	ER/MC All Staff	Ongoing/specific days	Cost of posters	The library continues to be a centre of promotion for reading through displays/competitions/challenges. CPD in 'Reading Engagement' is delivered.	Pupil Feedback Staff Feedback	Displays around the school reflect the engagement of all staff with reading. Staff are having conversations around reading.	
Continue with the successful 'Word Millionaires' scheme	LP/MC	Ongoing/specific days	Rewards budget	Students record words and can recite them in assessment.	Assessment Pupil Feedback	An increase from last academic year of the number of students	

						across the school reaching this benchmark <i>Incomplete due to the forced closure of school due to COVID-19</i>	
<b>All Key Stage 3 students maintain own personal Reading Book for use in morning registration period</b>	All Staff	Weekly	Purchase of books for form classes to ensure all students are able to access a book in addition to school library Accelerated scheme books £1560	Weekly monitoring of pupil engagement	Pupil Feedback Staff Feedback Accelerated Reader Data	Increased student levels of reading engagement.	
<b>Reading Club operates for all students across the school in order to increase access to books and reading to further develop skills and confidence.</b>	ER/MC 1-2-1 reading mentor support	Two mornings per week for 60 minutes.	Purchase of books for form classes to ensure all students are able to access a book in addition to school library Accelerated scheme books	Weekly monitoring of pupil engagement	Pupil Feedback	Increased student levels of reading engagement.	

2. Ensure there is appropriate literacy intervention for pupils

Key objectives	Who	When	Support / Financial Implications	Monitoring and milestones	Evaluation	Success Outcomes	RAG
<b>Maintain post of Literacy Intervention co-ordinator</b>	ER	From Sept'19	Salary	Performance Management	Pupil reading progress data Student feedback	Evidence of improved reading ages Increased profile of literacy across the school <i>Incomplete due to the forced closure of school due to COVID-</i>	
<b>Pupils who are at a reading age 6.6yrs or below receive a phonics-based programme.</b>	ER/MW	4 times a week	Literacy First programme	Pupils use Literacy First software that monitors their performance.	Pupils' reading ages are tested at the end of the programme.	Pupils reading ages have gone up by an appropriate level  <i>Incomplete due to the forced closure of school due to COVID-19</i>	

<b>Pupils who are approximately at a reading age of 6.6-7.6 receive an appropriate curriculum</b>	ER	4 times a week	Literacy First programme	Pupils are teacher assessed throughout the year.	Pupils' reading ages are tested termly and their writing is teacher assessed termly also.	Pupils have improved their reading and writing by an appropriate level. <i>Incomplete due to the forced closure of school due to COVID-19</i>	
<b>Pupils who are approximately at a reading age of 7.6-9.6 receive targeted small group intervention</b>	ER	Half-termly	Literacy First programme	Pupils are assessed at the start and end of their half-termly withdrawal intervention using levels.	Pupils make expected levels of progress	Pupils have improved in the targeted area. <i>Incomplete due to the forced closure of school due to COVID-19</i>	
<b>Investigate the purchase of Pixl Vocabulary app in order to develop literacy/oracy skills of identified students</b>	ER	Term 1	Cost of software licence £410	Pupils use PiXL software that monitors their performance through testing.	Pupils' vocabulary is tested at periodical intervals.	Pupils have improved their vocabulary by an appropriate level based upon starting point. <i>Incomplete due to the forced closure of school due to COVID-19</i>	

3. Ensure there is appropriate reading intervention for pupils

Key objectives	Who	When	Support / Financial Implications	Monitoring and milestones	Evaluation	Success Outcomes	RAG
Pupils who are below a reading age of approximately 9 are given additional support	ER/MC/LSAs/Pupil mentors	Twice Weekly	Purchase of books ££	Pupils read with a mentor who monitors their reading (Year 11 or Post 16 student).	Pupils complete a STAR test at the beginning and end of each term.	Pupils' reading ages have gone up by an appropriate level <i>Incomplete due to the forced closure of school due to COVID-19</i>	
Pupils who struggle with reading comprehension are given extra support via Reciprocal Reading course	LP/pupil leader	Twice weekly	Purchase of books ££	Pupils participate in a Reciprocal Reading group, monitored by a leader.	Pupils complete a STAR test at the beginning and end of each term.	Pupils' reading ages have gone up by an appropriate level <i>Incomplete due to the forced closure of school due to COVID-19</i>	
Pupils with Dyslexia and other learning difficulties are given the appropriate support within L Support through Hickey Multi-Sensory Language Course	AA/ER  IG/Cherrywood staff	Twice weekly	LSAs/Resources  Cost of Hickey Reading Course £££	Regular meetings between ER and AA to discuss support.	Pupils complete a STAR test at the beginning and end of each term.	Pupils are receiving appropriate support	

4. Ensure all departments are actively teaching literacy.

Key objectives	Who	When	Support / Financial Implications	Monitoring and milestones	Evaluation	Success Outcomes	RAG
All teaching staff to use a common literacy marking scheme and model writing where appropriate	All staff	Ongoing	Meeting time Staff CPD	CPD to support Staff's knowledge and understanding of marking literacy errors and how to model writing. Whole school literacy marking scheme is in place.	Book Scrutiny Deep Dives – Literacy Learning walks	Pupils' books show evidence of consistent literacy marking across all departments. Students are aware of generic requirements of different types of writing.	

5. Tackle barriers to literacy.

Key objectives	Who	When	Support / Financial Implications	Monitoring and milestones	Evaluation	Success Outcomes	RAG
All pupils have a wider vocabulary	AL	Weekly	'Bedrock' software	Teachers monitor their pupils' use of Bedrock vocabulary	Pupils are tested at the end of every block	Pupils pass the appropriate number of tests. <i>Incomplete due to the forced closure of school due to COVID-19</i>	
All pupils in KS3 are taught Oracy skills	ER/teaching staff	On-going	Voice North of the Tyne project funds Oracy	ER to promote, support and monitor Oracy and P4C according to the project timetable.	The project provides an evaluation structure.	Oracy is embedded in the school <i>Incomplete due to the forced closure of school due to COVID-19</i>	
Repeat 'No Pen Wednesday' format this academic year to develop Oracy skills of students	ER	Termly	n/a		Student voice feedback	Increased status of Oracy across school. Increased student enjoyment and engagement levels. Increased levels of student enjoyment. <i>Incomplete due to the forced closure of school due to COVID-19</i>	

Pupils continue to be taught an engaging and challenging syllabus that covers a range of texts by highly skilled staff.	English Dept	Ongoing	Department budget	Half-termly assessments of either reading or writing. End of year tests.	Book Scrutiny Deep Dives – Literacy Learning walks Student voice feedback	The curriculum is appropriate and accessible to all learners  Opportunities to enrich cultural capital are rich and wide	
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**4. Evaluation (The following data is incomplete due to the forced closure of school due to COVID-19)**

**Term 1**

- 38 students received reading intervention through reciprocal reading. This was 18% of the Year 7 year group cohort.
- 50% of students (19) made progress with their reading, based on their assessment results up until the school closure due to COVID-19 in March 2020.
- 26.3% of students made *significant* progress during the time period within this cohort (12mths+)

**At the end of March 2020, what has been the impact of the funding?**

**Year 7** In September 2019, no of pupils whose reading age was below 9.6 years      38

Average Reading age September 2019      8 yrs 1 mth

By March 2020, no of pupils whose reading age was below 9.6 years      32

Average progress for all pupils      7 mth's  
Of those students receiving intervention:



Student	Intervention	Date		RA at start	RA Jan	RA Feb
1	Reading	Oct-Dec		9.03	9.03	
2	Reading	Sept-Oct		8.06	8.11	
3	Class	YEAR 7		7.03	7.11	
4	Reading	Oct-Dec		7.11	8.03	
5	Reading	Sept-Oct		8.07	9.02	
6	Reading	Sept-Oct	Jan-Feb	8.03	7	
7	Reading		Jan-Feb	8.1	6.04	10.11
8	Reading	Oct-Dec		7.09	8.01	
9	Reading	Sept-Oct		8.05	8.1	
10	Reading	Sept-Oct	Jan-Feb	8.07	8.03	
11	Reading	Sept-Oct		8.11	9.11	
12	Class	YEAR 7		7.06	6.06	
13	Reading	Jan-Feb		8.06	7.11	
14	Reading	Sept-Oct		8.05	10.06	
15	Reading	Oct-Dec		9.01	9.11	
16	Reading	Jan-Feb		8.05	7.07	
17	Reading	Jan-Feb		7.04	7.01	7.01
18	Reading	Sept-Oct		7.1	8.04	
19	Reading	Sept-Oct		8	7.07	

20	Reading	Sept- Oct	Jan-Feb	8.05	8.03	
21	Reading		Jan-Feb	9.03	8.08	
22	Reading		Oct-Dec	10.03	8.09	
23	Reading		Oct-Dec	8.03	7.01	
24	Reading		Jan-Feb	7.1	8.08	
25	Reading/writing		Oct-Dec	10.07	12.03	
26	Reading		Oct-Dec	6.07	10	
27	Reading		Jan-Feb	9	8.07	8.03
28	Reading		Oct-Dec	9.01	10.01	
29	Reading		Jan-Feb	9.04	8.04	
30	Reading		Jan-Feb	8.09	7.06	
31	Reading		Oct-Dec	9.05	9.04	
32	Reading	Sept- Oct		8	8.11	
33	Reading		Oct-Dec	6.04	8	
34	Reading		Oct-Dec	9.01	9.07	
35	Reading		Oct-Dec	7.07	8.11	
36	Reading		Jan-Feb	9.08	8.03	
37	Reading		Oct-Dec	10	8.11	
38	Reading		Jan-Feb	7.11	8.02	9.11

**5. How was this Numeracy funding utilised within Benfield School?**

- To embed numeracy key skills with lower ability students
- To extend numeracy skills for more able students
- To ensure numeracy is delivered consistently across all curriculum areas and is evident in SOW
- To further develop morning registration content in relation to numeracy
- To develop numeracy based work completion in detentions
- To increase enjoyment and engagement with Numeracy across the school
- To promote the profile of problem solving skills/raise aspirations
- To subsidise guest speakers/construction of a 'numeracy wonder wall'
- To subsidise visits to Newcastle University
- To promote Numeracy CEIAG pathways
- To increase numeracy profile across the school – posters
- To construct and deliver numeracy-based CPD to all staff in school
- To strengthen parental engagement in relation to numeracy
- To develop links with feeder primary schools via numeracy

**6. Numeracy Development Plan 2019-20 (September – March)**

**Quality of Education**

1. Embed numeracy key skills with lower ability students

Key Actions	Who	When	Support/£££	Monitoring & Milestones	Evaluation	Success Outcomes	RAG
TTRS during tutor time	Students with tutor guidance	Tutor time	£113.88 for annual subscription to TTRS	Usage monitored through the app by DF	Usage stats on TTRS website	Increased usage of the site outside of maths time and engagement in healthy competition through the site	

Consolidation of basic skills	Maths Dept	Ongoing	Cost of printing	Weekly basic skills lessons in Maths bespoke to each class and individual pupils	Shown in books and planning	Greater knowledge of basic numeracy skills as shown in maths lessons and elsewhere	
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2. Extend numeracy skills for more able students

Key Actions	Who	When	Support/£££	Monitoring & Milestones	Evaluation	Success Outcomes	RAG
Entry to the UKMT maths challenge	Maths Dept	Feb and April 2020	£156 for papers	One maths lesson taken to complete test  Optional preparatory session run in school by DF	Student voice Published results	Engagement of the students with the problem solving aspect of the UKMT maths challenge and hopefully success  <i>Incomplete due to the forced closure of school due to COVID-19</i>	
Visits to Newcastle University	Maths Dept	November 2019	Travel costs	University visit to highlight the possible careers in Maths and Physics at Newcastle University  <i>(affected by COVID-19 closure)</i>	Student voice	Raising of aspirations to attend University to study STEM subjects  <i>Incomplete due to the forced closure of school due to COVID-19</i>	

3. Ensure numeracy is delivered consistently across all curriculum areas and is evident in SOW

Key Actions	Who	When	Support/£££	Monitoring & Milestones	Evaluation	Success Outcomes	RAG
CPD to engage all staff in numeracy	DF	Ongoing	Time to plan and attend CPD and funding for	Whole school CPD to suggest possible areas where numeracy can be embedded in all areas of the curriculum	Learning walks  CPD feedback (Survey)	Increased and correct use of numeracy skills evident in work scrutiny/observations/learning walks	

			guest speakers	Learning walks to assess impact with results shared with staff and on shared area	Work scrutiny		
Produce a whole school numeracy document	DF	November 2019		Document available on the shared area with suggestions for embedding numeracy in all subject areas	Document available in shared area	Evidence that strategies are being used in all curriculum areas through work scrutiny and learning walks	

#### 4. Morning registration content

Key Actions	Who	When	Support/£££	Monitoring & Milestones	Evaluation	Success Outcomes	RAG
Numeracy content as part of the Tutor time activities	Tutors	Ongoing	Printing costs	DF to produce numeracy activities to be shown during tutor time on a weekly rota with PSHE and Literacy activities	Tutor feedback Student voice	Greater engagement and curiosity about maths and problem solving	

### Behaviour & Attitudes

#### 1. Numeracy based work completion in detentions

Key Actions	Who	When	Support/£££	Monitoring & Milestones	Evaluation	Success Outcomes	RAG
Provide a pack of KS3 and KS4 numeracy work to be completed during detention	DF	Ongoing	Printing costs	Make good use of detention time by completing numeracy work	Teacher feedback	Students developing their numeracy skills	

2. Increase enjoyment and engagement with Numeracy across the school

Key Actions	Who	When	Support/£££	Monitoring & Milestones	Evaluation	Success Outcomes	RAG
Times Tables Rock Stars	Tutors	Ongoing	Subscription fee	Times tables app which can be used to make learning times tables fun and create a culture of competition through the battle version of the app	Student voice	A rise in the standard of basic numeracy in the school as evidenced in maths lessons and other lessons  <i>Incomplete due to the forced closure of school due to COVID-19</i>	
Maths Week	Maths Dept	March 2020	Guest speakers Resources	Introduce students to many different aspects of maths in a fun and interactive way with a week of in school activities to raise the profile and engagement of students with maths/numeracy  (affected by COVID-19 closure)	Student voice  Teacher feedback	Greater student engagement and enjoyment of maths during this week and beyond  <i>Incomplete due to the forced closure of school due to COVID-19</i>	
Pi Day	Maths Dept	March 16 <sup>th</sup> 2020	TBC	A fun day designed to get all students thinking about and partaking in numeracy related activities centred around the number Pi  (affected by COVID-19 closure)	Student voice	Student engagement and curiosity about Pi and enjoyment of the day's activities  <i>Incomplete due to the forced closure of school due to COVID-19</i>	

## Personal Development

### 1. Problem solving skills/raise aspirations

Key Actions	Who	When	Support/£££	Monitoring & Milestones	Evaluation	Success Outcomes	RAG
Problem solve activities	DF	Ongoing	Printing costs	Problem solving activities to be completed in Tutor time	Teacher feedback Student voice	Students enjoy and partake in problem solving activities and develop resilience in the face of problems	
Aspirational presentations	DF	Ongoing		Presentations to be shown in Tutor time of people who have numeracy/maths related careers to inspire pupils to think about a career in that field	Teacher feedback Student voice	More students become interested in a career or further education in a mathematical field  <i>Incomplete due to the forced closure of school due to COVID-19</i>	

### 2. Guest speakers/wonder wall

Key Actions	Who	When	Support/£££	Monitoring & Milestones	Evaluation	Success Outcomes	RAG
Guest speakers	DF to organise	Ongoing	TBC	Guest speakers to come into school to talk about different aspects of numeracy (real life financial maths and further education in maths)	Student voice	Students to have a better grasp of financial maths Students to aspire to pursue a career in a mathematical field  <i>Incomplete due to the forced closure of school due to COVID-19</i>	

Wonder wall	DF	Ongoing	Printing costs	Produce a wonder wall of past pupils of Benfield who have gone on to have a successful career in their respective fields	Student voice	Students have higher aspirations for what they can achieve after leaving Benfield  <i>Incomplete due to the forced closure of school due to COVID-19</i>	
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### 3. Visits to Newcastle University

Key Actions	Who	When	Support/£££	Monitoring & Milestones	Evaluation	Success Outcomes	RAG
Year 10 conference	Maths Dept	November 2019 onwards	Travel costs	Year 10 conference to encourage students to continue studying maths at A-level	Student voice Teacher feedback	More students are encouraged to take maths to A-Level and pursue a mathematical career  <i>Incomplete due to the forced closure of school due to COVID-19</i>	
Year 9 & 10 WISDOM: Women in Science Doing Outstanding Maths	Maths Dept	June 2020	Travel costs	Year 9 and 10 conference specifically designed to encourage young women to get involved in mathematical and physics careers	Student voice	Greater interest from girls in school to get involved in mathematical careers and further education in maths/physics <i>Incomplete due to the forced closure of school due to COVID-19</i>	



#### 4. Numeracy CEIAG pathways

Key Actions	Who	When	Support/£££	Monitoring & Milestones	Evaluation	Success Outcomes	RAG
Guest speakers	DF to organise	Ongoing	TBC	DF to organise guest speakers to talk to students about numeracy beyond school (Real Life financial Mathematics)  Guest speakers to talk about possible career paths in numerical/mathematical fields	Student voice	More students feel prepared for the numeracy demands of life after school  More students become interested in mathematical careers  <i>Incomplete due to the forced closure of school due to COVID-19</i>	
Newcastle University visits	Maths Dept	November 2019	Travel costs	Students to visit Newcastle University for a conference careers/further education in mathematical/physics fields  <i>(Postponed to summer term but then affected by COVID-19)</i>	Teacher feedback  Student voice	More students are interested in pursuing a career in mathematical/physics fields  <i>Incomplete due to the forced closure of school due to COVID-19</i>	

### **Leadership & Management**

#### 1. Increase numeracy profile across the school

Key Actions	Who	When	Support/£££	Monitoring & Milestones	Evaluation	Success Outcomes	RAG
Source posters of famous people with mathematics/numeracy degrees or higher qualifications	DF	October 2019	Printing costs	Put up posters around school to inspire students to look towards a higher qualification in maths	School tour	More students becoming aware of numeracy/maths careers and increased interest in such a career	

## 2. Numeracy CPD

Key Actions	Who	When	Support/£££	Monitoring & Milestones	Evaluation	Success Outcomes	RAG
Deliver numeracy CPD to whole school	DF		Printing costs and time to plan	CPD delivered to the whole school to highlight in all curriculum areas where numeracy can be enhanced and provide possible ideas of opportunities to apply numeracy in lessons	Learning walks Teacher feedback	Students are exposed to numeracy in all lessons (where applicable) and their skills are enhanced by this.  <i>Incomplete due to the forced closure of school due to COVID-19</i>	
CPD to enhance numeracy skills of staff	DF		Printing costs and time to plan	CPD provided for those staff who feel they would like support with their numeracy skills (LSA's who are in maths lessons)	Teacher feedback	All teachers feel more confident with their numeracy skills and feel confident to introduce numeracy content into their lessons  <i>Incomplete due to the forced closure of school due to COVID-19</i>	

## 3. Head teacher Blog content on numeracy

Key Actions	Who	When	Support/£££	Monitoring & Milestones	Evaluation	Success Outcomes	RAG
Increase profile of numeracy to all stakeholders through numeracy based content within regular blog	RC/DF	Half-termly	Time to produce blog	Include content on a page within blog.	Parent/student staff feedback	Increased exposure to numeracy based puzzle solving reported via feedback	

4. Strengthen parental engagement

Key Actions	Who	When	Support/£££	Monitoring & Milestones	Evaluation	Success Outcomes	RAG
Provide KS3 and KS4 revision guides to parents	DF	October 2019	Printing costs	Design a revision guide for parents of KS3 and KS4 students so they can provide help for their children with their maths	Parental survey	Parents feel more confident about what they can do to help their children with maths leading to better outcomes for the students	

5. Links with feeder primary schools

Key Actions	Who	When	Support/£££	Monitoring & Milestones	Evaluation	Success Outcomes	RAG
Create links with feeder primary schools by offering numeracy CPD sessions with the primary teachers	DF	Ongoing	Planning/delivery time and printing costs	Arrange dates to go into our feeder primary schools to support teachers to deliver numeracy in preparation for the students moving up into Benfield  <i>(affected by COVID-19)</i>	Teacher feedback	Students enter Benfield with a greater understanding of how numeracy/maths is taught in Benfield allowing a smooth transition from primary to secondary school  <i>Incomplete due to the forced closure of school due to COVID-19</i>	

7. **Evaluation** - Numeracy data is incomplete due to the forced closure of school due to COVID-19, preventing the G2 and G3 data entry collections.