

Newman Catholic School
Y7 literacy and numeracy catch up premium

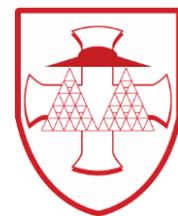


For the current year 2018-19 the school has received £10,472 to enable catch up literacy and numeracy for our current Y7 students. For our current Y7 we have 15 (18%) students below National average in literacy and 14 (17%) students below average in numeracy.

Literacy

For literacy catch up the strategies we are using are:

Strategy	Reason for strategy and number of students involved	Intended impact	Funding contribution	Actual impact
Year 7 additional literacy	11 students involved, allowing for targeted support for their literacy skills.	Reading ages tracked by Accelerated reader results, working towards chronological age. Expected progress monitored throughout the year.	£1500	AR average increase 1 year 1 month. 3 students by at least 20 months
Year 7 nurture group	8 students involved, small group work with subject specialist.	Raise confidence in all areas of literacy i.e. speaking and listening, reading and writing. Reduce the gap between reading age and chronological age, efficacy determined by Accelerated Reading testing and class assessments.	£1718	Over the 11 month period, average reading age of students increased by 12 months.
Year 7 Form time Rescue Reading for CU students	21 students involved, this strategy has proven effective since we began using it.	Reading ages tracked by Accelerated reader results, working towards chronological age. Expected progress monitored throughout the year.	£300	12 students increased reading age by at least 10 months. This group increased scores by 57%, a higher proportion than the lesson intervention group but initially had higher scores.
Year 7 withdrawal in three separate groups each receiving a term's intervention	27 students for 1 lesson withdrawn from RE for a term to complete one half hour IDL Cloud (develops comprehension and spelling) and one half hour Rescue Reading Invention Programme	Reading ages tracked by Accelerated reader results, working towards chronological age. Expected progress monitored throughout the year.	£1718	11 students increased reading age by at least 10 months. This group achieved a lower percentage increase than the form time group but initially had lower reading scores.
Paired reading	Students to be paired with an older student during form time.	Improve confidence in reading, reading ages improve towards their chronological age.	Student led	Using Year 11 students did not prove successful. Form time exam preparation and students' reluctance to offer their time mitigated against this intervention.



Strategy	Reason for strategy and number of students involved	Intended impact	Funding contribution	Actual impact
Four sets for a three form entry.	To allow more small group tuition. All benefit. The scheme of work is also differentiated heavily towards this group and makes the full curriculum accessible rather than restricting it to a 'key skills' based learning scheme.	Students, particularly in the lower sets, will gain more teacher support so will show an improvement in progress throughout the year.	£3636	As the lower set progressed throughout the year all students in the class ended the year meeting expected progress. Focus was placed on those two students highlighted on data entry in the first term who were unable to meet expected progress.
Numeracy ninjas – replaced by differentiated numeracy tasks twice a week.	Students accessing and recording scores from numeracy aspects twice a week, to give the practise at these skills and to see improvement. Staff able to plan accordingly.	Numeracy will be tracked and more tailored support provided where appropriate.	No cost	Numeracy Ninja was superseded by Maths Bot. Students were exposed to interleaving topics as they revisited familiar topics in a random order over the year. Departmental spreadsheets show that scores in these topics increased as the year went on.
Maths buddies – possibly Y13	Y13 Maths students to buddy up with Y7 students in their Maths lessons.	Provide more individualised support for these students- directed by class teacher.	No cost	This proved ineffective in terms of matching students to lessons and was not carried forward after the first half term.
Head of KS3 Maths (LNA) forming relationships with local primary schools/feeder schools.	Forge links with three local schools to discuss their maths strategies and how they may be used in Y7.	Common approaches to teaching key themes, develop primary school strategies. Ease the transition from primary to secondary.	£500 towards cover cost and transport	This strategy took place throughout the year, LLO visited and taught in three local primary schools.
Praise postcards – more specific and recordable.	Praise postcards to be sent home (fortnightly) to parents for good effort, maintained effort or achievement, improvements made and contribution to lessons.	Build confidence of students; improve positive links with home more frequently.	£100 to cover postage and purchase	Post cards were sent out on a regular basis and parents kept up to date. At the end of the year all Y7 catch up students were making expected progress.
Passport Maths – numeracy programme	Extra resources specifically for the catch up students and their level in Maths. Offers a more scaffolder support. Offered on a trial basis to Year 7 set 4 as all pupils are classed as catch up.	That the students will show improvements in the basic numeracy aspects in maths and be able to confidently answer questions. If successful, it will be used in all lower sets.	Up to £200.	Due to staff turnover this strategy was not fully embedded this year. With a new Director of maths this year it will be reviewed.