

Newman Catholic School: Pupil premium strategy review for 2018-19

Academic year		
Desired outcome	Chosen action / approach	Actual impact
<p>Literacy skills will improve.</p>	<p>Withdrawal from lessons for additional literacy lessons. Rescue Reader programme. Nurture group.</p>	<p>Rescue reading; out of 17 Y7 students 64% increased AR score by at least 10 months. The average reading age of the DP cohort increased by 1 yr and 1 month in a nine month testing period (+4 months value added) rising from 10 yr 1 month to 11 yr 2 months.</p> <p>Out of 23 Y8 students 39% increased AR score by at least 10 months. The average reading age of Year 8 DP cohort increased by 5 months in a nine month testing period. The average reading age rose from 11 yr 2 months to 11 year 7 months.</p> <p>The nurture group involved six students and resulted in an average increase of 10 months in their reading ages.</p> <p>The additional literacy intervention included six students and resulted in an average increase in reading age of 10 months.</p> <p>The withdrawal from RE lessons resulted in an average of 9 months increase in reading age for 4 students.</p>
	<p>DEAR time.</p>	<p>There were 744 recorded instances of DP students in Years 7 & 8 Reading Aloud out of a total 1,401 instances showing more DP students read aloud than non-DP. Monitoring indicated that DEAR time was happening with regularity, however its impact was hampered by non-engagement from the Maths department. Now that DEAR time is valued by every department as a significant slot of time allotted to improving reading comprehension of students, it must be developed to allow for more subject specific reading, whilst still promoting a love for reading.</p>

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Disadvantaged higher boys' progress will improve.	Additional sets in key areas.	Science saw success with splitting set 2, all students in the additional set gained a higher combined result.
	English and Maths forms for Y11	There were some improvements made with this intervention but on the whole the effectiveness is questionable and being reviewed this year with input from the new Director of Maths.
	Additional member of staff in key lessons for Spanish	Of the five DP students, one achieved a grade 7. This strategy will depend upon staffing and the new Head of Modern Foreign Languages.
	Maths Training delivered every Tuesday night, subject/staff specific. PIXL specialist booked to come and work with SL for the day.	Following intensive coaching 2 members of staff saw an increase in performance of disadvantaged students following their intervention. HLM DP students' performance increased from 0.71 – 1.14 and SMB went from 2 – 2.33 comparing March data to November. 33% of DP students improved on their final grade in SMB class following training.
	Additional capacity in timetable to be used to release SW/PC to work with high ability boys or additional capacity within departments to be used to set up smaller groups.	Throughout the year this provision changed to improve the effectiveness. Additional capacity in English was instead put in to two English Y11 classes, RE support was put into Y11 classes.
	Target Y7 and Y8 higher ability boys, NJ to meet with them and plan for their engagement in school life.	This strategy did not prove successful with little engagement from the students. It is worth noting that the number of disadvantaged students in the library continues to increase and that students are offered a wide range of activities at break and lunch times.
	Outdoor Adventure learning.	This strategy did not happen this year due to time constraints. It will be revisited.
	Book monitoring of high ability boys', feedback given to student, staff and parents.	Book monitoring completed as part of whole school monitoring, feedback was given to staff each time. Good practice from Science was shared with staff through the year. Black box book was trialled in some subjects with success, these books were highlighted for students who needed additional feedback after every lesson as an intervention.

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<p>The attendance of disadvantaged students will improve.</p>	<p>Attendance strategy group to meet half termly. Forecaster tool used by Heads of Year to target key students. SAM days held.</p>	<p>Attendance continued with its upward trend increasing from 92.4 to 92.5%. A reduction in PAs from 31 students to 30 students. The attendance strategy group developed throughout the year to delivering in-depth briefings to SLT meetings weekly. The forecaster tool was not used as it was not being effective. SAM days were calendared throughout the year. For the PA students there were six students with outside agencies involved, one had an operation, two were long term medical issues, one PEX and one with the death of a parent.</p>
	<p>Student support worker and school counsellor to support most vulnerable students to enable attendance and progress to improve.</p>	<p>Logs are kept of the details of support students have received throughout the year. Support ranges from help coping with bereavement, arranging work experience, home visits, access to trained counselling, referral to outside agencies, friendship issues, arranging for PE kits to be purchased or joining the gardening club.</p>
	<p>Isolation unit to monitor disadvantaged students and target students for the behaviour programme.</p>	<p>There has been a decline from the first to the last term of 11% in terms of the % of students in isolation that are disadvantaged. The behaviour mentoring programme has produced improvements in attitude to school in 3 out of the 8 students involved.</p>