

Newman Catholic School  
Y7 literacy and numeracy catch up premium



For the current year 2019-2020 the school has received £7,304 to enable catch up literacy and numeracy for our current Y7 students. For our current Y7 we have 32 (41%) students below National average in literacy and 27 (35%) students below average in numeracy.

**Numeracy**

For numeracy catch up the strategies we are using are:

Strategy	Reason for strategy and number of students involved	Intended impact	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.	Focussed small group teaching for lowest ability students. Smaller class sizes allowed more individual feedback and more regular book marking. At the 2nd data entry only 4 students from the bottom half of the year were below their target according to the assessment data.
Interleaving starter tasks.	Students access and record their progress in ability appropriate starter tasks each lesson.	Gaps are filled and skills are revisited and built upon.	Students have been undertaking this every lesson. Grades show that they are improving slowly. The recall of basic skills is improving as noted during informal observations. Students are still working on this at a level which is well below age expectations.
Maths numeracy programme	Extra resources specifically for the catch-up students and their level in Maths. Delivered through small group work withdrawal in lessons. Maths teacher removes students for small group intervention.	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.	Testing at the start of term showed weaknesses in all four operations and a lack of understanding in number. I started working with those I saw as weakest mostly those in set 4. We worked at using place value to add and subtract, especially subtracting from zeros and carrying and adding with decimals. Some of the pupils were struggling to multiply by more than one digit and we worked at understanding the process and how it works. We moved on to time, money, place value and multiplying and dividing by powers of ten and then started measure. There was a marked difference between set 4 and set 3. Set three had much stronger number bonds and skills their weaknesses lay in comprehension and English skills something they were becoming markedly better at through their lessons. I tried to make the sessions fun and relaxed so pupils were enjoying the time doing maths. A full impact was yet to be tested as the pupil's sessions have been cut so short. There had been an impact in confidence of the 4 operations and number bonds.



Literacy

In the time before school closure we had the first terms' AR data to use for the impact. The second term data was not collected.

Strategy	Reason for strategy and number of students involved	Intended impact	Actual impact
Year 7 additional literacy – removal from Spanish	10 students (4 PP) involved, allowing for targeted support for their literacy skills. Using Rescue Reading and IDL.	Reading ages tracked by Accelerated reader results, working towards chronological age. Expected progress monitored throughout the year.	Mean increase 7 mths, va. 3mths PP mean increase 9 mths va. 5 mths
Year 7 nurture group	11 (4 PP) 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.	Mean increase 4 mths va 0 PP 5mths va 1mth
Year 7 Form time Rescue Reading for CU students	14 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.	Mean increase 6 months va 2 months PP mean increase 7months va 3 months
Year 7 withdrawal in three separate groups each receiving a term's intervention	1 lesson withdrawn from RE, Art and IT for a term to complete Rescue Reading Invention Programme. 13 PP and 11 Non-PP	Reading ages tracked by Accelerated reader results, working towards chronological age. Expected progress monitored throughout the year.	The mean increase is 4 months. The PP mean is 6 months va in 3 months.
Paired reading with Year 12 students	11 Year 7 Students paired with an older student during form time.	Improve confidence in reading, reading ages improve towards their chronological age.	13 students started wb4.11 and paired with a Year 12 student who had attended 2 training sessions. Mean growth 8 months PP mean 10 months