

# Year 7 Catch up Numeracy/Literacy strategy statement.

1. Summary information					
School	Blessed John Henry Newman RC College				
Academic Year	2019/20	Total budget: £17,940		Total number of pupils:	300
2. Supporting Information:					
<p><b>Numeracy intervention:</b> 49 students identified as low prior attainment. 1 hour of intervention per week after school using iPads. Hegarty Maths used in term 1, Passport Maths used in term 2.</p> <p>Numeracy in-class intervention: Set 3 and 4 Maths classes to complete Numeracy Ninjas each lesson.</p> <p><b>Literacy intervention:</b></p> <ul style="list-style-type: none"><li>• Introduction of a two year whole-school teaching staff reading and writing CPD, delivered through half-termly Literacy pop-up sessions.</li><li>• The second of a three-year enquiry into the impact of electronic Lexia Program with 47 students using lexia as part of several intervention groups and Form Time.</li><li>• IDL Program used in weekly timetabled SEND interventions with 4 students.</li><li>• Reading Partners conducted in weekly form sessions with 21 students.</li><li>• Half-termly form writing challenges for all of Y7 cohort.</li></ul>					
3. Barriers to future attainment					
In-school barriers					
A.	Low-prior attainment based on KS2 SATs data. 100% of Numeracy and Literacy intervention cohort below 100 score				
B.	Low-prior attainment based on KS2 SATs data. 66% of Numeracy in-class intervention cohort below 100 score and 21% of Literacy in-class intervention cohort below 100 score.				
C.	Poor attendnace to College and to post-school provision. Literacy: Staffing shortages prevented many of the planned interventions running as planned.				
External barriers					
D.	60% of Numeracy intervention cohort are disadvantaged. 48% of Literacy intervention cohort are disadvantaged.				
4. Desired outcomes					Success criteria
A.	Students to have a competent level of Numeracy/ Literacy by end of school year.				40% of low prior attainment students to achieve T/T+ by end of year

<b>B.</b>	Improve the number of students that have a reading age in line with their chronological age or better	80% of low prior attainment students to improve their reading age beyond chronological gain.
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5. Planned expenditure					
Academic year for 2019-2020		£17,940			
The three headings below enable schools to demonstrate how they are using the Catch-Up premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Train staff in a common range of reading strategies to develop pupils as strategic readers	Staff training on reading and writing strategies based on 6 Pop up sessions in year 1 and 6 sessions in year 2.	Using the EEF guidance of improving literacy regarding reading and writing. To develop common strategies based on evidence	All sessions outlined with intended outcomes. Dedicated directed time to support delivery. Literacy advocates to monitor implementation in their own subject areas	WGI	Share and shows built into the programme. Literacy learning walks carried out every half term to monitor implementation.
Train staff in a common range of writing strategies to develop pupils as strategic readers					
Total budgeted cost		£2000 Training resources and time.			
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Improve the reading ages of students that are below their chronological age	Identified pupils 3 cohorts of 10 students to receive 1 hour of extra intervention per week on a rota system of different intervention support	Students need to have a reading age based on their chronological age to prepare them for their exams and futures.	Create SOL for 30 Y7 students who will be withdrawn from MFL for additional Literacy Intervention (Developing reading & writing skills). Literacy specialist to be appointed to support and develop resources	WGI	Conduct Reading Age Tests with all year groups. All students tested in HT1. Targeted cohorts tested after intervention programme has been delivered.
To catch up low prior attainment students in numeracy	Students invited to attend 1hour additional Numeracy intervention each week using the iPad suite.	Students identified as low prior attainment. Key number skills negatively impact performance in a range of subjects (Science, Geography, Technology, History, Computer Science, etc...).  Passport Maths has proven impact in a range of schools with similar ability pupils, training provided for programme to ensure it is used for maximum impact.	CAN lead sessions.  Passport Maths used by trained leads.  Passport Maths to target key areas identified from baseline exam.	CAN	PC1 to be completed in wc. 2/12/19  PC2 to be completed by 24/04/20  PC3 to be completed by 17/07/20
Improve the reading ages of students that are below their chronological age	Form time reading – Reading partners. Form reading books for Year 7 ( Boy at the back of the Classroom)	Students should read for at least 20 mins a day to develop their vocabulary.	Reading partners to have training on how to support reading. Form time audio recordings shared by the Literacy Coordinator and modelled for students	HMA	Reading partners reviewed in reading age tests. Pupil voice on reading in form.
<b>Total budgeted cost</b>		<b>£12,000 for LSA for literacy intervention</b>  <b>£940 Numeracy Intervention packs</b>  <b>£3000 Form reading books and reading books during lockdown</b>			

## 6. Review of expenditure

Previous Academic Year		2018/19	
Desired outcome	Chosen action / approach	Impact:	Lessons learned (and whether you will continue with this approach)
Achieve 100 score in Maths by 19.07.19	2 cohorts of 10 students to receive 1 hour of extra intervention per week using Passport Maths to focus on key Numeracy skills.	<ul style="list-style-type: none"> <li>100% of attending pupils have reached a scaled score of 100+.</li> <li>80% of cohort have reached a scaled score of 100+.</li> <li>100% of cohort have improved their score by at least 5%.</li> <li>70% of cohort have improved their score by at least 10%.</li> </ul>	Will adapt the approach next year to use online apps rather than passport maths to vary the activities students participate in. This will provide a more personalised approach to their learning.
Achieve 100 score in Maths by 19.07.19	Timetabled Numeracy lesson for 45 pupils for 1 hour per week.	<ul style="list-style-type: none"> <li>93% of 7C4/Literacy +Numeracy have reached a scaled score of 100+.</li> <li>58% of cohort have reached a scaled score of 100+.</li> <li>93% of cohort have improved their score by at least 5%.</li> <li>71% of cohort have improved their score by at least 10%.</li> </ul>	Adapted scheme of learning mid-way through the year to include problem solving activities focussing on Paper 2 and 3 of the SATs examinations. This allowed students a further opportunity to improve their scaled score as they could improve all 3 papers. This had no impact on costing. Will continue approach with an adapted curriculum to progress groups at different stages depending on progress.
Achieve 100 score in Maths by 19.07.19	Cohort of 20 students who are struggling to achieve the 100 score in Maths by 29.03.19 to receive workshops from PET-Xi.	<ul style="list-style-type: none"> <li>100% of attending pupils have reached a scaled score of 100+.</li> </ul>	Poor attendance despite attempts at engaging parents. Won't continue this approach, very ineffective for the cost due to poor turnout.

## 7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.
  - Literacy catch up programme – reading interventions- 10 pupils on a 6-week programme
  - Numeracy interventions programme- Numeracy intervention – 1 session per pupil per week [Wednesday]
  - TA specifically trained to deliver Catch up Intervention and support reading for pleasure
  - Guided reading groups
  - Lexia



