

NORTH CESTRIAN SCHOOL

ANNUAL LITERACY AND NUMERACY CATCH UP PREMIUM AND EXPENDITURE 2018-2019 AND **IMPACT REVIEW 2018-2019**

(review added in October 2019)

The five key themes of intervention are Extra-curricular Provision and Teaching and Learning.

2018-2019 LANCU BUDGET	£9018 (projection based on likely roll)
Numeracy Catch Up NO. ON ROLL Current Y7	38/128
Numeracy Catch Up NO. ON ROLL new Y7	42/139 (projection)
Literacy Catch Up NO. ON ROLL Current Y7	32/128
Literacy Catch Up NO. ON ROLL new Y7	35/139
Numeracy TOTAL NO. ON ROLL	70
Literacy TOTAL NO. ON ROLL	67

Overall Data Review

New Year 7 Maths Catch Up Pupils average points score Oct 2018 = 3.3

New Year 7 Maths Catch Up Pupils average points score June 2019= 3.4

New Year 7 English Catch Up Pupils average points score Oct 2018 = 3.7

New Year 7 English Catch Up Pupils average points score June 2019= 3.9

Year 8 Maths Catch Up Pupils average points score Oct 2018 = 3.5

Year 8 Maths Catch Up Pupils average points score June 2019= 3.7

Year 8 English Catch Up Pupils average points score Oct 2018 = 3.9

Year 8 English Catch Up Pupils average points score June 2019= 4.1

Key Intervention Theme:	Extra-curricular provision					
Priority Intervention:	Summer School					
Rationale:	The summer school will target progress in numeracy and literacy (avoiding regression over the summer). Evidence from The Sutton Trust suggests that pupils who attend a summer school make approximately two additional months' progress, compared to similar pupils who do not. Greater impacts (as much as four additional months' progress) can be achieved when summer schools are intensive, well-resourced, and involve small group tuition by trained and experienced teachers. At our school we already have evidence of intensive subject-specific revision workshops significantly boosting progress. Main success criteria will be that base line tests in English and Maths at least stay at in line with official KS2 scores.					
Action	When	Whom	Planned Cost	Evidenced actual cost	Success Criteria	Success Evidence
<p>One week of Summer Transition School with PP from feeder primary schools in penultimate week of August (week of GCSE results) with Year 6 and current Y7 PP.</p> <ol style="list-style-type: none"> liaise with primary schools organise with parents organise timetable from staff. 	May 2018	EKI and HOY7	£200 on resources, transport, entry fees and staff remuneration		<ol style="list-style-type: none"> Successful delivery Take up opportunity by 75%+ over Y6 LANCU pupils. Inclusion of Y7 LANCU pupils currently behind target 	From Year 6 and 7 28 out of a targeted 33 pupils (85%) attended summer school. 30% of those students attending were identified as Pupil Premium. The feedback from the summer school was extremely positive and has significantly aided the transition. Summer school focused on English and Maths and September base line tests were very accurate against KS2 results. See Progress Tracker.
Homework Club (in whole school slice see policy)	All year	HHo / ABi	£2,850 (homework club)		1. 25% of all LANCUs regularly attend (3 or more evenings per half term)	11.2%

Key Intervention Theme:	Teaching and Learning: Learning Styles and Differentiation (through Quality First Teaching)					
Priority Intervention:	Literacy (Oral Language, Phonics, Reading Comprehension), Numeracy Support					
Rationale:	<p>Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Evidence from The Sutton Trust suggests that pupils who receive Oral language intervention make approximately five additional months' progress, compared to similar pupils who do not.</p> <p>Evidence from The Sutton Trust states that qualified teachers tend to get better results when delivering phonics interventions with pupils making approximately four additional months' progress. On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. Such support is essential to exam results. Main success criteria will be that data captures show rapid and sustained progress.</p>					
Action	When	Whom	Planned Cost	Evidenced actual cost	Success Criteria	Success Evidence
Reading and Spelling Testing, intervention and retesting	All year	HHo, Abi, HHo, EBU	1. IDL £400 (PP contributed 20%) 2. LASS Lucid £800 (PP contributed 20%)	confirmed	1. Higher achievement on the test scores	Average progress: RA - +7months SA - +6months Highest progress of RA was 4yrs with a number of pupils improving the RA by 1 or 2 yrs. Highest progress of SA was 2yrs with a number of pupils improving by 2yrs.
Targeted reading aloud during DEAR time. This uses class readers to support the English curriculum.	All year	Form Tutors	3. £720 to fund 60 books for each Y7, 8 and 9 (£5x60x3) (PP contributed 20%)	confirmed	2. Successful participation in DEAR. 3. Evidence in newsletter 4. English Grades 5. Reading culture in the	Evidence in observations

					school and book swapping 6. Reading and Spelling ages	
Phonics Support as part of Extending School Time	Half termly	HHo + ABi	1. C£100 on enhanced resources	Not taken up	1. Improved quality of reading aloud 2. Increased spelling age	Average progress: RA - +7months SA - +6months
Catch Up Programmes	All year	HHo, Abi, VBr, EBU	2.£800 (PP contributed 20% of £1000 funding three TAs numeracy training focusing on lowest 'age' 12 pupils) 3. £800 (PP contributed 20% of £1000 funding three TAs numeracy training focusing on lowest 'age' 12 pupils). DELIVERED BY 2 Maths plus 1 Science TA and 2 English TAs plus one science TA. General TAs in form time and briefing.	confirmed	7. Higher achievement on the test scores and therefore numeracy age, reading age and spelling age	Average progress of numeracy age is 2yrs with two pupils numeracy ages improving by at least 4yrs.

PP use of Hegarty Maths	All year	VBr, HHo	4. Already paid for		8. Higher achievement in assessments	Maths residual is highest in school
Power of 2 book for one-to-one intervention	All year	HHo, VBr	5. £518 (£18.50 per book – one each for the lowest 12 pupils, one each for the next lowest 16 pupils). DELIVERED BY FOUR General TAs in form time and briefing.	confirmed	9. Knowledge of staff and embedding into the culture, evidenced by seating plans, lesson plans and obs	Maths residual is highest in school
Rapid Maths	All year	HHo, VBr	6. £100 resources for staff	Not taken up	10. Knowledge of staff and embedding into the culture, evidenced by seating plans, lesson plans and obs	Maths residual is highest in school
Numeracy Ninjas	All year	HHo, VBr	7. £400 on resources for Y7/8 (PP contributed 20%)	confirmed	11. Knowledge of staff and embedding into the culture, evidenced by seating plans, lesson plans and obs	Maths residual is highest in school
Teacher led one to one intervention for Literacy and Numeracy	Weekly	Allocated Staff	1. £2,544 (£42.40 per hour, 3 hours per	confirmed	1. Higher achievement as evidenced by	Maths and English residual is highest in school

			fortnight, 20 fortnights per year)		associated previous Maths and English assessments (as well whole progress measure)	
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Maths and English to contribute to fund the Catch Up Programmes

Overall Review (including statement of value for money, success, modification for next year)

Total Planned Cost	£10,232 + £2,150 in top slice = £12,382
Total Evidenced Cost	£12,182