

Newman Catholic School: Review of expenditure of the Pupil premium fund 2017-18

Desired outcome	Chosen action / approach	Actual impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>A. The literacy policy will be implemented consistently across the school, leading to evidence of more extended writing for disadvantaged pupils in subjects other than English and regular reading as evidenced in accelerated reader (Y7 and 8).</p>	<p>DEAR time for Y7-9 every day, rolling lesson. Prioritise the disadvantaged pupils for reading out loud to teacher and TA, staff to listen to them reading at least one page in their reading book. All disadvantaged pupils reading the correct book. Accelerated reader is completed termly in English lessons. Extended writing to be present in books every fifth lesson or every three weeks. Ensure that this is particularly impactful for disadvantaged pupils by specific monitoring of extended writing particularly with weaker teachers/departments. Expectation that middle leaders hold staff to account following book monitoring.</p>	<p>Disadvantaged students with low reading ages in Year 7 & 8 are entered into a Rescue Reading Programme where they experience intensive catch-up work with our specialist TA team. In an 8 month period the Rescue Reading programme yielded an average reading age increase of 1 year and 6 months (Value added +10 months) in Year 7, and 11 months (Value added +3 months) in Year 8. Disadvantaged students continue to read aloud during DEAR time. The librarian checks each half term that our disadvantaged students in KS3 are reading books that are suited to their reading ages.</p>	<p>Literacy skills continue to be a barrier to learning although impact is being made. It is intended that reading comprehension skills in Y7 and 8 will continue to be targeted with the existing successful programme. The Y9 programme failed to make an impact and consequently we intend to implement a more subject specific based programme. The weaker readers have had two years of intensive intervention so now we can move to challenge them through reading.</p>
<p>B. Progress of PP students in all year groups is significantly below expectations.</p>	<p>English Nurture groups in English Y7-11. Additional literacy lessons in Y7-9 delivered by HLTA – two lessons per week. Form time Rescue Reader for Y7-8. Withdrawal from one RE lesson on a rotation for IDL cloud and reading intervention Y7. Lunchtime interventions for small groups of selected Y11 students. Book monitoring of selected students.</p>	<p>The nurture group has improved the reading ages as shown by accelerated reader. Y7 increased by an average of 13 months, Y8 by an average of 4 months. Additional literacy lessons showed an improvement in reading ages as shown by accelerated reader. Y7 by 12 months on average and Y8 by 7 months on average. Form group showed an improvement in English.</p>	<p>Moving forward Y7 and 8 will continue with rescue reader with Y9 moving to First News – interactive News package which is new for the students and aimed at engaging readers. Nurture groups to continue. SL English has no form to enable form intervention to continue this year. Literacy removal from Spanish will continue.</p>

Newman Catholic School: Review of expenditure of the Pupil premium fund 2017-18

	<p>Development of the library as a meeting place and homework club. Enrichment activities across all year groups that promote theatre and the arts. Year 11 tutor time weekly mentoring meeting with HCD.</p> <p><u>Maths</u> Small group intervention with Maths teachers during form time. Structured homeworks linked to teacher assessments. Weekly monitoring and discussion regarding student books – focussing on the underachievers. Focus on PP students by the department, staff to have PP target on appraisals. PP students directed to specific tasks during lessons – purposeful differentiation. Praise postcards home to boost confidence. Maths buddies – link Y12 Mathematicians to Y7 PP students.</p>	<p>2755 disadvantaged students visited the library across the year compared to 5464 non disadvantaged. Shakespeare switched for Y11, Mike Garry came in for the day for engaging the disaffected students. The gap between the disadvantaged and the non disadvantaged students has reduced this year, along with the gap between disadvantaged students and their targets.</p> <p><u>Maths</u> Small group form time intervention worked for a while until we had a form group created to focus on their Maths GCSE skills. PP across the cohort (with the exception of set 1) performed better than Non PP according to Progress 8 predictions. Revision materials were given out and intervention within form and small group sessions focussed on '5 a day', topics and skills which can be troublesome. Presentation of books and the expectation of PP students has improved. PP student books were marked first receiving detailed teacher feedback, where required. More differentiation can be seen in lessons and books now. It is still a primary focus in the department.</p>	<p>Streamline the strategy for next year, concentrate on fewer strategies. Monitor the L10 PP throughout the year.</p> <p>Moving forward the quality of teaching of Maths will be a focus. Training delivered every Tuesday night, subject/staff specific. PIXL specialist booked to come and work with SL for the day. A Maths form will be set up, the SL for Maths purposely has no form this year.</p>
--	---	--	--

Newman Catholic School: Review of expenditure of the Pupil premium fund 2017-18

		<p>Postcards were sent home to PP students, several increased their effort further upon receiving these.</p> <p>Maths buddies – One consistent attendee worked with students once a week in 7 set 4, where the majority of students are PP.</p>	
C.	<p>Map out revision timetables for selected underachieving students in Y11. Send invitations home.</p> <p>Focus student per week, drop in to lessons, focus of book monitoring for the week resulting in HOY and parental meeting.</p> <p>Implement fully comprehensive tracker of interventions at a student level.</p> <p>Set up focus groups on sisra to allow more effective tracking of students.</p> <p>PP an agenda on all meetings – tutor meetings, progress team meetings, new faculty meetings and department meetings.</p> <p>All staff provide a planning template for lesson observation to show their specific planning for underachieving pp students.</p> <p>Review the implementation of pupil profiles for underachieving students.</p> <p>Employee mentoring sessions for selected students in Y11.</p> <p>Students to use Fast Tomato for individualised careers advice.</p>	<p>HOY was pro-active in students attending the revision lessons and non-attendees were minimal.</p> <p>Disadvantaged P8 for the year was -0.323.</p> <p>Careers</p> <p>Higher education visits and apprenticeship opportunities. Speakers in school on various topics e.g. veterinarian, army.</p> <p>Inspira ran a mentoring programme for twenty students in Y11 for the first year last year.</p>	<p>Students to gain revision guides earlier.</p> <p>Revision timetables to be made again.</p> <p>Revision homeworks to be revised.</p> <p>Horsforth quadrant to be used to produce plans for the next Y11.</p> <p>The mentoring programme will continue to run for the new Y10 and Y11 – twenty students per year.</p> <p>Fast tomato is being used to give the students non-biased careers advice.</p> <p>Upon completion of career guidance training MEB to focus on a small group.</p> <p>Looking to get in more people to talk to the students in smaller more targeted groups.</p>
D. Increased attendance rates for PP students to rise from 91.5% achieved in 2015/16 to 92% by end	Earlier interventions, 95% and below letter to be sent out at the end of each half term.	Disadvantaged attendance has improved by 0.3% across the year. Continuing with a pattern of improving over the past four years.	Planned for next year: Letters to confirm that holidays should not be taken during term time has been sent out.

