

Pupil premium Catch up (CUP) Literacy and Numeracy strategy statement – 2019-2020 - Year 7

1. Summary information					
School	Helena Romanes School and Sixth Form Centre				
Academic Year	2019-2020	Total CUP budget (2018)	£14300	Date of most recent PP Review	20.09.19
Total number of pupils	195	Number of pupils eligible for PP(Numeracy and Literacy)	65	Date for next internal review of this strategy	Autumn 2020

2. Current attainment

	Pupils eligible for Numeracy CUP (your school)	Pupils eligible for Literacy CUP (your school)
Number of Year 7s eligible for Numeracy Catch-up Premium between 2019:20	25 Students	40 Students

2. Review of the previous year (2018-2019)

<u>Interventions En / Ma</u>	<u>Actions/Lessons learnt moving forward</u>
<ol style="list-style-type: none"> 1-1 Interventions with LSA - Individualised support. Nurture groups for targeted students with considerably low KS2 SATS score. Baseline assessments completed x 3 throughout the year. Homework club - Specific targeted students. Tutor time activities focusing on literacy and numeracy skills. <p>En</p> <ol style="list-style-type: none"> Lexia Accelerated reader Book Buzz Handwriting club Touch typing <p>Ma</p> <ol style="list-style-type: none"> Numeracy activities as starter in all KS3 lessons Maths Challenge termly. Breakfast club 	<ol style="list-style-type: none"> 1 & 2. Additional Maths and English sessions tailored for CUP students with LSA support. In addition, additional teacher support is also available through specialist SEND teachers. All Maths and English CUP students are in small teaching groups to ensure more frequent individual support from the class teacher. Deeper analysis of baseline data needs to be carried out next year - what is the progress and how we use the baseline assessments. - (awaiting data from DA from last year.) Targeted students were attending homework club - development of students needs to be more rigorous next year.

3. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Action/Approach
A.	Ensure all CUP students are making good progress in English and Maths.	Additional English and Maths sessions to continue ensuring they are tailored for targeted students with LSA support. Targeted students are in small teaching groups to ensure more frequent individual support from the class teacher. Targeted students are withdrawn from languages offering small group support. Staff CPD sessions targeted at literacy and numeracy students.
B.	To support CUP students in developing improved learner behaviours.	Monitor school rewards and sanction systems planning intervention where required. Learning conversations with individual students to be had based on rewards and sanctions. Engaging parents and students within numeracy and literacy events. Development of numeracy and literacy rewards programme. Celebration of achievements evening at the end of the academic year.
C.	To ensure that CUP students transition from Primary to Secondary school successfully.	DOL, Tutor and Catch up coordinator to monitor students and put in place mentoring programmes to support students struggling with the transition. Monitoring the development of English and Maths KS3 curriculum that links to KS2 end points.

4. Planned expenditure					
Academic year		2019-2020			
The headings below enable schools to demonstrate how they are using the CUP 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?
Ensure all CUP students are making good progress in En and Ma	Additional Maths /English sessions tailored for CUP students with LSA support. In addition, additional teacher support is also available through specialist SEND teachers.All CUP students are in small	Positive impact of 1:1 in the previous years – now developing specialist teaching from LSA's with Maths and English backgrounds. Positive comments from classroom teachers following extra support.	Vigorous tracking and monitoring of data linking with KS3 RSL/SEN Co-ordinator and LSA's working with individual students.	N Hiscox J Fielding	End of each term.

	teaching groups to ensure more frequent individual support from the class teacher.				
Improved parental engagement	Literacy and Numeracy information evening for parents.	Positive impact of improved parental engagement.	Parental evaluation form.	N Hiscox J Fielding	Summer 2020
To support CUP students in developing improved learner behaviours.	Intervention groups (Homework Clubs, learning skills and 1-1's). Maths and English breakfast club.	EEF - Education Endowment Foundation - Evidence from toolkit findings	Line management meetings weekly with Deputy Head and also Literacy coordinator to link between as some students are both CUP in literacy and numeracy. Coordinating with the KS3 raising attainment leaders with cross over students.	N Hiscox LSA's working with students J. Fielding	Summer 2020
To ensure that CUP students transition from Primary to Secondary school successfully.	DOL, Tutor and Catch up coordinator to monitor students and put in place mentoring programmes to support students struggling with the transition.	Similar approaches whole school have worked with other groups of students.	Leads in English and Maths to discuss named students and developments in identifying measurable outcomes that can demonstrate progress.	N Hiscox J Fielding	Ongoing - each assessment point.
Total budgeted cost					

5. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated 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)	Cost

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6. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

To continue in 2019-20

- Increased monitoring of data for Maths and English especially for groups including lower prior attainers.
- Increased liaison with LSA's/Head of KS3 Numeracy and HoD for Maths and English.
- Increased analysis of individual success criteria that allows for more detailed monitoring and impact measurement.
- Development of specialist teaching programmes by teachers in the aforementioned sections.

