

Planning and evaluation outline for the use of the Year 7 Numeracy Catch-Up Premium 2015/16

| Premium used for: | Amount allocated to the intervention / action (£) | Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale  | Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for Premium? What will it achieve if successful? | How will this activity be monitored, when and by whom? How will success be evidenced?                                  | Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?  |
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| 1:1 sessions      | £4777   | <p>21 Year 7 students</p> <p>10 sessions</p> <p>2016-2017:<br/>Second term – 6 sessions of small group intervention focusing on Number Bonds, Place Value and the Arithmetic Laws (number of students to be confirmed).</p> | <p>Improved confidence in maths</p> <p>Improvements in Number Bonds, Place Value and the Arithmetic Laws</p>  | <p>EA</p> <p>Following Year 7 assessments and reporting</p> <p>Discussion at Faculty meetings</p> <p>Work scrutiny</p> | <p>Life without levels – it has been difficult to show any summative progress due to level data not being used. Therefore more formative assessment progress has been collected.</p> <p>WWW and EBIs have been identified for each student after completion of intervention series.</p> <p>Review July</p>   |
| Shanghai Maths    | £4718   | <p>Shanghai style of teaching CPD November</p> <p>Teacher Research Group (TRG) weekly meetings</p> <p>2016-2017<br/>Continuing with the TRG with a focus on developing consistent approaches (in units of work)</p>         | <p>Consistent teaching approaches and methods</p>   | <p>CP Reports for the Maths Hubs and NCETM.</p>  | <p>TRG has been successful – several units of work and specific topics have been created and taught to Year 10, in light of the new GCSE. Consistency in formal written methods for addition, subtraction, multiplication and division have been discussed at length and a review of the calculations policy has been undertaken.</p> <p>Review July</p> |

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| Tutor Time Activities   | £0    | <p>Times tables Rockstars<br/>NAC Posters and number hunt<br/>50 in %0</p> <p>2016-2017<br/>Numeracy ambassadors to be paired with Year 7 students focusing on Time and the Times Tables (in the first instance), potentially up to 32 pupils involved.</p> <p>New form time activities created.<br/>T &amp; L presentation to staff at briefing.</p> | <p>To raise core mental numeracy skills for Year 7</p> <p>Improvements in Telling the Time and Times Tables. (Terms 2, 4 and 6).</p> | EA                                  | Review July |
| Nurture group in Year 7 | £3028 | <p>1 TA and 1 HLTA who work with differentiated groups.<br/>Maths mats with key facts and concepts.</p> <p>2016-2017<br/>Continuing with Nurture group – joint planning (CP/JG)</p> <p>New resources to be purchased (Base Ten Sets, Place Value slider, Cuisenaire Rods, Place Value Arrows, Time and Times Tables books).</p>                       | <p>Consolidation of KS2 Scheme of work, identifying gaps in understanding.</p>   | CP (class teacher)<br>Student voice | Review July |
|                         | £384  |   |  |                                     |             |

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| Chailey Classroom Research  | £450 | Development of SOW and units of work through Chailey Classroom Research  | Units of work will be created for all staff to use with Year 7 for Sept 2016  | CP<br>Evaluation of TRG<br>Development of resources to use with the new SOW for Year 7 | Review June |
| Improvement of teaching and learning strategies with a focus on a multisensory approach | £50  | A range of resources including Year 7 Numeracy Passport, Maths Puzzle mornings (linked to NSPCC number day), Maths displays around school and speed maths challenge. | Building student confidence using resources, and being able to choose the correct resource to use, leading to progress in basic numeracy. | EA   | Review July |