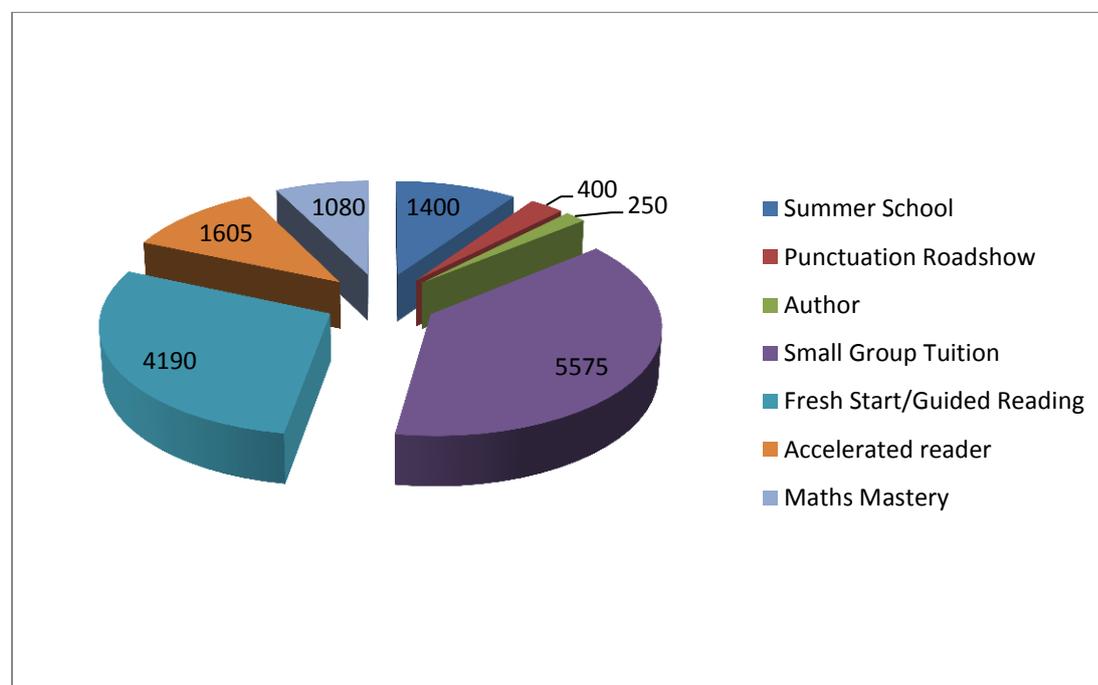


Year 7 Catch up Funding 2016 2017

Wellfield School receives Catch-Up Funding to support pupils in Year 7 who enter Secondary Education below the expected level.
The School has received £14,500 and it has been spent in the following areas:

Summer School	1400	Workshops and activities taking place during the summer break for vulnerable pupils and those with particularly low levels of literacy
Punctuation Roadshow	400	Literacy Support with a Musical Theme to engage pupils.
Author	250	Literacy Support from a local author to bring the writing alive.
Small Group Tuition	5575	Literacy and Numeracy in small group and 1:1 work where identified pupils will benefit most
Fresh Start/Guided Reading	4190	Literacy Support for identified pupils and an introduction to the School's daily Reading Time
Accelerated reader	1605	Literacy - pupils are able to gauge their progress through a carefully selected programme.
Maths Mastery	1080	Numeracy - an exciting and accessible learning programme for Maths.
	14500	



Event	Cost	Impact
Summer School	1400	<p>Summer school 2016 took place during week 5 of the summer holidays. The programme was targeted at year 6 pupils from feeder primary schools. This was an opportunity to boost literacy and numeracy ability through fun and games.</p> <p>The additional benefit for the summer school was getting to know the pupils and their needs in preparation for September.</p> <p>The week followed a detailed programme of activities including; Team Building, Maths through music, Punctuation roadshow, 'Knights of the Wobbly Table' with Karen Langtree local author and then Friday was an education visit to Hall Hill Farm.</p> <p>Impact</p> <p>Student Voice – highlights form student voice.</p> <p>1 I enjoyed the Summer School. 90% all of the time. 10 % most of the time.</p> <p>2 I learnt a lot during the Summer School. 80% all of the time 20% most of the time</p> <p>6 Teaching at the Summer School was good or outstanding. 80% all of the time 20% most of the time</p> <p>7 Teaching at the Summer School helped me to develop my Literacy and Numeracy skills. 70% all of the time 30% most of the time.</p> <p>11 I felt safe when I was at the Summer School. 90% all of the time 10% most of the time.</p> <p>Students who attended the Literacy / Numeracy Summer School are currently in the Year 7 Nurture Group or Set 6. Summer School supported their transition to Wellfield and all students settled quickly with extremely positive relationships with the Summer School teaching staff who are currently teaching them. Behaviour and attendance has had a positive impact and during the Autumn term students made good progress across the curriculum.</p>
Punctuation Roadshow	400	<p>How students were identified</p> <p>The pupils were identified prior to invite from their KS2 data and Midys score collate from sample days earlier in the year. These pupils were then sent the relevant information home. This was followed by individual phone calls to parents requesting their attendance.</p> <p>From this we had 10 pupils attend this summer school. The SEN breakdown of these pupils: 2 EHC plan, 6 pupils were at SS level and 2 INT level.</p> <p>Each for these pupils had 1 or more score in KS 2 SATs of below 100 and a Midys of below 90.</p> <p>The week followed a detailed programme of activities including; Team Building, Maths through music, Punctuation roadshow, 'Knights of the Wobbly Table' with Karen Langtree local author and then Friday was an education visit to Hall Hill Farm. Impact of the learning can be seen in the positive attitudes to literacy during the Autumn term.</p>
Author	250	<p>The week followed a detailed programme of activities including; Team Building, Maths through music, Punctuation roadshow, 'Knights of the Wobbly Table' with Karen Langtree local author and then Friday was an education visit to Hall Hill Farm.</p>

Small Group Tuition	5575	<p>Impact from Catch Up Interventions 2015-2016</p> <p>In addition to targeted intervention for English and Maths, pupil premium funding is also allocated for literacy across the curriculum. This is having an impact on raising standards of pupils literacy in all areas of the school and in all year groups (Subject SEF and DC Data Analysis). Improvements in literacy across the school are being supported through an additional 150 minutes reading time for all students each week. All year 7, 8 and 9 students follow the Accelerated Reader programme with clear impacts on improving the reading age of pupils. All students are reading for pleasure more than they ever have.</p> <p>Data Headlines – Fresh Start year 7</p> <ul style="list-style-type: none"> • Pupils in this group have made on average 6.6 months of progress in reading age. • % of PP pupils who made progress = 56% • average improvement = 9.36 months • % of SEN pupils who made progress = 31% • average improvement = 7.1 months <p>Data Headlines – Group Reading year 7</p> <ul style="list-style-type: none"> • Pupils in this group have made on average 7.2 months of progress in reading age. • % of PP pupils who made progress = 83% • average improvement = 7.2 months • % of SEN pupils who made progress = 50% • average improvement = 9 months <p>Data Headlines – Spelling year 7</p> <ul style="list-style-type: none"> • Pupils in this group have made on average 8.10 months of progress in reading age. • % of PP pupils who made progress = 50% • average improvement = 9 months • % of SEN pupils who made progress = 47.00% • average improvement = 8.4 months
Fresh Start/Guided Reading	4190	<p>Rationale KS3 interventions programmes this year were delivered in a tiered approach with the weakest of our readers being exposed to Fresh start, there were 16 students involved in this intervention in total. The next tier up were given group reading sessions - 9 in total. Alongside this – during tutor time a spelling session was implemented to small groups. Some of the same children were involved in both reading and spelling interventions. Fresh start is a phonics intervention for struggling readers in KS3. The 16 students involved in this programme were identified due to their low reading age from the Sept 2015 screening using the New Group Reading Test (NGRT) and an inability to access mainstream curriculum. This group was taught by a qualified HLTA. Each group had 4 hours of Fresh Start a week over a varying period of time – in accordance with the starting point and progress made at key points in the year. The next tier was group reading sessions taught by HLTAs. They were identified by low reading age from the Sept 2015 screening using the New Group Reading Test (NGRT) Children in these groups were exposed to a variety of text including plays, comprehensions and poetry. The premise was for the children to be able to read varied texts and develop skills such as scanning and skimming. Group sizes at this stage were no larger than 8 per group, sessions lasted for ½ per session over 6 months. Pupils were re-tested at this stage using the NGRT. Depending on progress made the children were continued on this programme or returned to their tutor groups for independent reading sessions. Spelling intervention groups were set up solely to re-visit the spelling rules of the English Language taught at primary school. Re-cap and revision of these rules allowed some of the identified children to make significant progress. These sessions were delivered by a HLTA during 20 minute sessions of the beginning of the school day 4 times weekly. Group sizes varied to a maximum of 8 children per session. All teaching staff support all students in the school with 30 minutes reading time each day (2 hours 30 minutes each week). Literacy is a key priority in the school. The programme for Literacy has been structured to develop and reinforce skills which will allow students to access all parts of the curriculum with confidence. Strategies include the Accelerated Reader programme and extra curriculum time across Years 7-11 (Year 7 benefits from Catch up funding programmes) . To support the literacy initiatives a wide range of books have been purchased in addition to close monitoring of student progress with regard to reading ages and Star Reading scores.</p>

Accelerated reader	1605	<p>Accelerated Reader 6th July 2016 Report Accelerated Reader - Software for monitoring and managing independent reading practice while promoting reading for pleasure. A student reads a book, takes an online quiz, and gets immediate feedback. Students respond to regular feedback and are motivated to make progress with their reading skills.</p> <p>(Renlearn.co.uk) Since the start of September '15, there has been a big improvement in student performance on Accelerated Reader (AR). The number of books/words that students are reading has increased and the results from Accelerated Reader quizzes has improved significantly. In the academic year 2014/2015, only year 7 and 8 students participated in the AR scheme - The total number of words read by participating students was 24,679,776 (based on quizzes passed) and only 36% of students were averaging at least 85% on AR quizzes. This academic year 2015/2016, students in year 7, 8 and 9 are participating in the AR scheme and since September, 1,832 quizzes have already been passed, over 31 million words have been read and approximately 50% of students are averaging 85% or more on their AR quizzes - We have exceeded last year's total words read in just one term. We also have 3 students who have read over 1 million words this term. Students are much more engaged with reading this term and initiatives such as the 'Golden Ticket Competition' and the 'Christmas Quiz and Win Competition' have motivated students to get excited about reading. Every student is expected to have a reading book with them so that they are always prepared for reading time, but book boxes are provided for all tutor rooms for anyone without a book. The above data demonstrates that in general, students are reading significantly more and performing better. The improvement in student performance can be attributed to a variety of different things:</p> <ul style="list-style-type: none"> • The school has implemented a dedicated reading time of thirty minutes every day for all students. • Students take the Star Reading test at least once a term (twice during the Autumn term) to provide us with initial reading levels from which student progress can be monitored throughout the year. • There is better communication from staff of the expectations of students using Accelerated Reader and both praise and rewards are given for good performance. • Accelerated Reader data is sent to tutors weekly, so that staff and students are aware of which tutor groups and which students are performing well. • Students who are not performing well are highlighted to tutors and these students are given the necessary support and encouragement. This term there have also been many activities in school involving reading such as: <ul style="list-style-type: none"> • Author visit: Recently we organised an author visit where author - Michael Byrne came into school to speak students in year 7 and 8 - very inspiring! • The Golden Ticket Competition - 30 golden tickets were hidden in books of all levels and students who found them only received their prizes if they achieved 100% in the AR quiz for that book. We have 10 winners to date. • Bookbuzz: All year 7 students were able to choose a free book as a part of the 'Bookbuzz' reading programme provided by Book Trust. • Christmas Quiz and Win competition - Students in years 7-9 who achieve 100% on their AR quiz pick a raffle ticket and win a prize. <p>Initiatives such as these encourage reading for pleasure and are helping to develop a whole school reading culture. During the school year we take part in the CILIP Carnegie Awards - the UK's oldest and most prestigious children's book awards by forming a shadowing group to read the shortlist of books and students decide which book is our favourite. The Big Book Bash - Organised by LIDS (Librarians in Durham Schools) a group of year 7 students are asked to read the shortlist of books and are invited to the host school for a day's competitive activities based around those books and also get to meet a famous author. NETBA - The North East Teen Book Awards - A group of students in years 9 and 10 are asked to read the shortlist of books and list them in order of preference. Our votes go towards the final decision for the best book. Students are able to review the books on the NETBA website, attend the awards ceremony at the Centre for Life, Newcastle and meet all of the authors. On World Book Day this year we also launched our Readathon where students were sponsored to read and in doing so raised money for the Readathon Charities. We also did a book swap on that day in the LRC and plan to do the same next year. During the Summer term the school got involved in our Harry Potter Day activities. Along with displays in the LRC, students could have their picture taken dressed up as Harry Potter against a backdrop of 'Platform 9 ¾', take the Sorting Hat quiz on the LRC computers and taste the fantastic Harry Potter inspired food created by our school chef. Students are encouraged to assist in the LRC by becoming student librarians which in turn educates students on the running of a school library and the importance of reading - students assist with library displays, cataloging books and to the day to day processing of books and dealing with library customers. (students) In order to encourage a love of reading from an early age, Mrs Wilson, LRC Manager, runs Storytime sessions with children from the local Nursery and also sessions with parents and preschool children from the local family centre.</p>
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Maths Mastery	1080	<p>Staffing: In addition to the experienced and outstanding Subject Leader for Maths the department also has two Seconds to support the continued high standards and expectations for outstanding outcomes for students of all levels of ability. The department was also enhanced in September with the appointment of an Assistant Headteacher who has joined the department to add additional strength to a very good department.</p> <p>Curriculum: A programme has been developed to support the teaching and learning of numeracy skills across the whole school with the introduction of the Maths Mastery Programme in Years 7 and 8. All classrooms have a range of manipulatives(resources) to support in depth learning. Maths curriculum time has been increased to ensure greater progress for all children and to ensure the new curriculum is successfully implemented. An intervention support tutor has been employed two days per week to support underachieving PP students</p>
	14500	