



Falinge Park High School

Catch Up Premium (CUP) Funding

Evaluation of Impact 2017-2018

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Catch up premium Academic year 17/18

This is additional funding provided by the Government and for the academic year 15/16 was specific to year 7 students who did not achieve National Curriculum Level 4 at the end of KS2 in either Mathematics or English reading. It is only allocated during the year 7 academic year. The catch up premium funding plan is often inextricably linked with the pupil premium plan as a high proportion of students fall into both categories. The funding should be strategically spent to target the gap in performance for these students to ensure they “catch-up” with their peers and have full access to the curriculum. Changes to KS2 levels for academic year 16/17 have meant that we will no longer receive this funding based on the KS2 performance of students. The Government confirms ***‘In 2017 to 2018 schools will receive the same overall amount of year 7 catch-up premium funding they received in 2016 to 2017, adjusted to reflect the percentage change in the size of their year 7 cohort, based on the October 2017 census’***. Actual funding for 2017/2018 was confirmed in Feb 2018 as £27,653 for financial year ending March 2019.

Falinge Park High school Catch up premium

All pupils who have achieved ‘below expected levels’ at Key stage 2 are eligible for catch up premium funding. We focus our funding on this cohort of pupils and prioritise our CUP funding specifically on those pupils who are ‘below expected levels’ in **both** Maths and English. We do this by distributing our CUP allocation between English and Maths for the purpose of raising standards. At the beginning of each academic year we determine our expected allocation of funds (this is provided as a figure in Feb and paid to school in April) together with our cohort of CUP pupils and establish a CUP impact of evaluation plan with the support of key stakeholders. This is intrinsically linked to pupil premium and administered by our school Pupil Premium Review Team.

Falinge Park High School’s Catch-up Premium Profile 2016-2017 and 2017-2018 (current on role)		
Total number of pupils on roll in Year 7	231 (5/07/16)	247 (7/03/17)
Number of Catch-up Premium students (who are also PP-eligible students)	13	85 (93 if include PP no data pupils)
Number of students level 3 and below in Reading at the end of KS2 15/16 or <100 16/17	19	94
Number of students level 3 and below in Maths at the end of KS2 15/16 or <100 16/17	34	70
Number of students level 3 and below in Reading and Maths at the end of KS2 15/16 or <100 16/17	13	46
No KS2 data		16
Total Catch up Premium budget	£24, 000 (based on 15/16 allocation)	£25,670 advised 16/17 allocation (Feb 17)

Comparison of 15/16 - 16/17 Catch up premium cohort

Funding increased from 15/16 - 16/17 by £1670. The number of catch up premium targeted pupils increased in 15/16 (53) to 16/17 (180) by 127 this includes pupils we had no Key stage 2 assessment data for. We also identified pupil characteristics within the CUP cohort to ensure distribution of funds to key areas.

Catch up premium pupils demographics

The following demographic data was identified in Sept 17 for the CUP cohort 17/18 and reviewed retrospectively for 16/17 for comparison and trend identification purposes. We will include demographic data in all future CUP information and use this information to support CUP strategies and spend.

				Gender		Ethnicity				Special educational need	
Category	Total	Pupil Premium (PP)	English as an additional Language (EAL)	Male	Female	White British	Pakistani	Bangladeshi	Other	K Support	E Education, health and care plan
Reading <100	94	47	75	57	37	13	54	12	15	22	1
Maths <100	70	38	53	37	33	11	37	9	13	19	1
Reading and Maths <100	46	25	37	29	17	6	28	5	7	14	0
No data	16	8	13	9	7	3	7	1	5	5	2

Evaluation of impact data for Low attainers on entry based on Data September 2017

At Falinge Park high school we consistently monitor our Low Attaining pupils on entry not just in relation to Catch up Premium funding in year 7 but throughout their school journey. The following information is data extracted from the Falinge Park Data analysis 2017-2018 based on key performance data.

			FPHS 2017	National	FPHS 2017-18
LA on entry Cohort		Progress 8	-0.177		-0.112
LA on entry	Non LA on entry	Attainment 8	23.12	24.14	23.00
16.7%(38)	83.3%(189)	Maths and English 7+	0%(0)	0%(0)	0%
Average grade/points		Maths and English 5+	4.3%(2)	2.2%(1)	0%
2.64		Maths and English 4+	6.4%(3)	10.9%(5)	10.5%

As can be seen the performance of low attaining pupils on entry at remained stable and close to zero over the past two years. There has been a improvement in the overall attainment 8 of this cohort demonstrating a slight narrowing of the gap with the national performance of this cohort. there has been an increase in the proportions students achieving 5+ at maths and english however this needs to be considered with caution due to the small numbers involved. The school monitor and track this trend as it provides an indication of the performance of CUP students following their 5 years with us at FPHS

Context for trend comparison

	2016-2017	National comparison 2016-2017	2015-2016	National comparison 2015- 2016
Pupil cohort	241 (243 entered)		231	
APS on entry	27.0	28.5	26.4	27.6
Low attainers on entry	23.2%	13.2%	21.4%	16.9%

It is also necessary to identify pupil characteristics within attainment bands, this enables specific focus and interventions to be undertaken with these groups and data to be monitored to ensure appropriate distribution of funds and resources to the required areas.

Low attainers on entry data by ethnicity Results achieved 2017-18

Banding on Entry	All WBRI (44)				Male WBRI (22)				Female WBRI (14)			
	A8 Ave	P8	9-5 E/M	9-4 Eng/Ma	A8 Ave	P8	9-5 E/M	9-4 Eng/Ma	A8 Ave	P8	9-5 E/M	9-4 Eng/Ma
LA	12.92	-1.007	0%	0%	12.33	-1.325	0%	0%	13.50	-0.668	0%	0%

Banding on Entry	All ABAN (66)				Male ABAN (36)				Female ABAN (30)			
	A8 Ave	P8	9-5 E/M	9-4 Eng/Ma	A8 Ave	P8	9-5 E/M	9-4 Eng/Ma	A8 Ave	P8	9-5 E/M	9-4 Eng/Ma
LA	26.50	-0.083	0%	0%	11.00	1.289	0.00%	0.00%	29.08	-0.118	0%	0%

Banding on Entry	All APKN (102)				Male APKN (51)				Female APKN (51)			
	A8 Ave	P8	9-5 E/M	9-4 Eng/Ma	A8 Ave	P8	9-5 E/M	9-4 Eng/Ma	A8 Ave	P8	9-5 E/M	9-4 Eng/Ma
LA	23.84	0.024	0%	18.20%	24.11	-0.075	0.00%	33.30%	23.65	1.03	0%	7.70%

Specific development areas

Table above allow us to see if there is a specific performance issue linked to ethnicity. From this we can identify that Pakastani females make the most progress from their starting points with white british males and bangladeshi females making the least progress. The patterns are monitored and are considered in the implementation of funding for subsequent plans

Catch up premium (CUP) plan and evaluation of impact document for academic year 17/18

Reading Catch up premium (Total funding available £27,653)

Ofsted report 2013 'The school uses Year 7 catch-up funding effectively to provide extra, targeted support for lower attaining students in reading, communication and writing. The school's records show that these students make good progress and achieve well as a result'.

<u>Focus</u>	<u>Barriers to learning</u>	<u>Desired outcomes/success criteria</u>	<u>Rationale (based on EEF findings and internal data)</u>
<p>Narrowing the gap in literacy levels in particular reading ages for disadvantaged pupils</p>	<p>Low literacy levels from KS2 (<100 16/17 and 7/18 criteria) (<level 4 15/16 criteria) Catch up premium</p>	<p>Gap in reading ages reduces</p>	<p>EEF research indicates that that accelerated reader adds +5 months for PP students. Particularly effective with weaker readers as a catch up intervention – Delivery within library lessons is a part of a larger strategy to engage students in reading.</p> <p>+5 months: 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. Oral language approaches include:</p> <ul style="list-style-type: none"> ● Targeted reading aloud and discussing books with young children ● Explicitly extending students' spoken vocabulary ● The use of structured questioning to develop reading comprehension <p>+5 months Reading comprehension strategies: Reading comprehension approaches to improving reading focus on learners' understanding of the text. They teach a range of techniques that enable students to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves.</p>

Chosen strategies and actions

CUP pupils are identified from KS2 data where pupils are underachieving 'below expected levels'. A Key stage 2 score of <100 will be eligible for CUP funding allocation. With our funding priority on those pupils who have fallen 'below expected levels' in **both** English and Maths.

Accelerated Reader/Library lesson in Year 7 (thirty minutes per week)

Reading intervention targeting PP/catch-up students twice a week from CALL and English (thirty minutes per session)

Before school breakfast/reading session

After school reading club

Carnegie shadowing group for HA on entry PP students

Training staff of Year 7 PP EAL students in CALL, Humanities and Science in approaches to active reading in the classroom

Hub work developing professional learning in regards to teaching reading in the classroom.

To improve mark sheet entry with the inclusion of a Catch up premium (CUP) column for ease of tracking, monitoring and impact of this specific reading cohort

Oracy elements introduced to SOL across KS3 for example Oral Storytelling in year 7

How is impact monitored

Case studies related to CUP students demonstrating specific impact.

Student voice questionnaires

Data for Catch up premium cohort is extracted and progress shown

Planning in SoL

Hub work evaluations for CUP

Cost

Catch up premium allocation for 17/18 = £27,653

Allocation:£15,153 (55% reading 45% maths)

Accelerated reader resource = £4007

HLTA 25% = £5946

Resources = £4500

Assessment, Admin and support = £700

Total spend = £15,153

Cost of TA level 4 and HLTA literacy intervention workers taken from PP funding

Person responsible

PP review team SWa/JH - evaluate overall impact related to literacy development

Direction of Literacy SJY - monitoring and tracking internal data to measure impact. Direct colleagues within LIT team and train whole school. **HLTAs + ENG intervention TA** - track progress of work within areas and input data

Evaluation of reading specifically for CUP pupil cohort 17/18

At the start of September term 2017 94 pupils were identified through KS2 data to have a reading score of <100 of these 94. 46 pupils had a combination of reading and maths needs scoring <100 in both key elements. A further 16 pupils did not have KS2 data and required assessment of need.

Summary of CUP pupils progress with comparisons between CUP and NON CUP for 17/18

CUP students are making slightly less progress than the whole cohort.

Further analysis shows that 39/92, **42% are making more than the average 17 months for the whole cohort** with some students making huge gains and moving gradually through the year from an Reading age (RA) that meant they would struggle to access the curriculum to an RA that is now high enough to allow them to access the curriculum without differentiation.

Tutor time reading evaluation by Term

T1 Tutor time reading

In September 2017 there were 54 year 7 pupils invited to tutor time reading with a reading age of 8 years 6 months and under. After testing in December 2017 this number has reduced to 33 year 7 pupils who will attend during the Spring term 2018.

All teachers in literacy hub successfully completed one round of lesson study with Tier 2 vocabulary as the focus.

Guided reading and vocabulary instruction evident in CALL, History, RE and some Science SoL for year 7 and some other years.

Paul Nation tests administered.

Vocabulary tests for four sample tutor groups show that direct instruction of Tier two vocabulary in tutor time improved students' receptive understanding. Testing of these words happened after a 6 week period to show long term memory recall of the new words.

T2 Tutor time-targeting PP and non-PP students with RA below 9

As with the morning and afternoon sessions, the additional targeting of students for added intervention is working as these students made more progress than the cohort as a whole. Figures for this term:

All students	4.26	PP students	4.23	CUP students	4.18
Tutor time readers	5.0	PP Tutor time readers	6.0	CUP Tutor time readers	6.52

It is pleasing to see that the CUP and PP children in this group are making more progress than the other groups of students.

Case studies of CUP and PP students being undertaken for review.

T3 CUP students are making slightly less progress than the whole cohort.

- Further analysis shows that 39/92, **42% are making more than the average 17 months for the whole cohort** with some students making huge gains and moving gradually through the year from an RA that meant they would struggle to access the curriculum to an RA that is now high enough to allow them to access the curriculum without differentiation. For some students they have progressed to a RA that matches their chronological age. For example:

Pupil 1 7.1, 9.0, 9.6, 10.6 -**41 months progress**

Pupil 2-6.3, 8.2, 8.4, 9.8 -**41 months progress**

Pupil 3 8.9, 8.11, 9.4, 11.9 – **34 months progress**

Pupil 4 9.5, 9.9, 11.8, 12.11,-**42 months progress**

Pupil 5 10.0, 11.4, 12.6, 12.11 – **35 months progress**

Pupil 6 9.5, 9.9, 11.8, 12.11 – **42 months progress**

25/92, 27% made less than the expected 9 months progress.

11/25 of these students are SEND

- Of the 11, some of these students have huge losses however, as pointed out in the Autumn term PP report, these students have overinflated first test marks-perhaps a drawback of the nature of the test. As CUP students, they have all scored a scaled score of below 100 so the high Sept RA does seem invalid. This has been born out throughout the year as these students have settled into a pattern of more realistic RA score. For example:

Pupil A 12.7, 10.1, 10.9, 10.10- a loss of 21 months but if we take his second attempt, it would be a **9 month gain**.

Pupil B 8.2, 6.3, 6.4, 6.5 a loss of 21 months but a gain of 2 months if we look at his second test score.

Pupil C 11.3, 9.8, 10.5, 10.7 a loss of 8 months but a gain of **11 months**

Whole cohort September 2017 Average RA 10.1, June RA 11.6 = **17 months progress in 9 months of teaching**

CUP September 2017 average RA 8.11, June RA 10.2 = **15 months progress in 9 months of teaching**

PP September 2017 average RA 9.10, RA 11.3 = **17 months progress in 9 months of teaching**

Accelerated reader evaluation

Using Accelerated Reader, dedicated library lessons and rewards has positively improved pupils' attitude, enjoyment, quantity and frequency of reading in Yr 7 and in Yr 8. With many students perceptions that they are also better at reading because of it.

A pupil questionnaire aimed specifically at Year 7 and inclusive of both CUP and NON CUP pupils:

Year 7 pupil response

Do you enjoy your library lessons? 69% Yes

Have your library lessons encouraged you to read more than you normally would? 73% Yes

Have your library lessons helped you enjoy reading more? Yes- 66%

Have your library lessons helped you become a better reader? Yes-86%

Reading for pleasure

Using Accelerated Reader, dedicated library lessons and rewards has positively improved pupils' attitude, enjoyment, quantity and frequency of reading in Yr 7 and in Yr 8. With many students perceptions that they are also better at reading because of it.

Morning and after school sessions

To address the losses in RA experienced last term, we identified a cohort of students who received more than the 2 guided reading sessions a week: a morning session or afternoon session twice a week. All these students were either PP, CUP or both, with a range of reading ages below their chronological age. These students have made more progress this term than the rest of the cohort. In targeting PP students for morning and afternoon reading, the gap between the progress made between PP and non-pp students is negligible whereas there was a two month gap between the progress of PP and non-PP students last term.

All students	4.26	Non-PP students	4.28	PP students	4.23
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CUP students 4.18

Morning readers 5.83

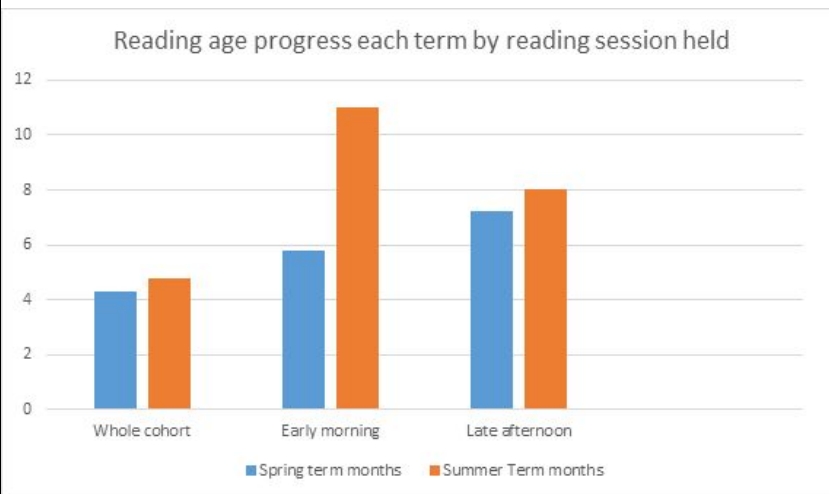
Afternoon readers 7.24

9 out of the 31 students who were targeted for either morning or afternoon sessions would not attend, even though they were offered a choice of days, times and even lunchtimes. Their parents were written to, invited in and phoned several times. We will have to think more creatively on how to reach these students as they are not making the progress they should.

There are 20/94 CUP students who have regressed this term and yet made huge gains last term. We will offer morning and afternoon sessions for these students in the same way as we did last term to the other targeted students.

The use of AR and guided reading is clearly ensuring that students are making good progress. Teacher evaluations have been conducted on the use of guided reading and are being analysed alongside the data to evaluate the impact of using half of the library time for guided reading.

It was noticed in the first term that a group of CUP/PP students were not on track to make the progress they should, therefore for each term, we identified a cohort of students who received more than the 2 guided reading sessions a week: an early morning session or after school session twice a week. These 31 students were either PP, CUP or both, with a range of reading ages below their chronological age. These students have made more progress than the rest of the cohort.



Reading age evaluation by Term

T1 Year 7 Reading Age (RA) scores

Whole cohort September 2017 Average RA 10.1, December 2017 10.8 = 7 months progress in 4 months

CUP September 2017 average RA 8.11, December 2017 9.6 = 7 months progress in 4 months

PP September 2017 average RA 10.0, December 2017 average RA 10.6 = 6 months progress in 4 months

The Average scores for PP students are hugely affected by a small number of students who appear to have regressed hugely in the past four months. Most of these students' anomalous results seem to derive from over-inflated scores in September 2017-especially when compared to KS2 reading scores, teacher assessments and RA re-testing several times in Dec. The RAs that these students are achieving now after retesting seem more accurate and reliable.

T2 Year 7 Reading Age (RA) scores

Whole cohort September 2017 Average RA 10.1, March 2018 11.1 = 12 months progress in 6 months of teaching

CUP September 2017 average RA 8.11, March 2018 9.10 = 11 months progress in 6 months of teaching

PP September 2017 average RA 9.10, March 2018 10.11 = 11 months progress in 6 months of teaching

T3 Year 7 Reading Age (RA) scores

Whole cohort September 2017 Average RA 10.1, June RA 11.6 = 17 months progress in 9 months of teaching

CUP September 2017 average RA 8.11, June RA 10.2 = 15 months progress in 9 months of teaching

PP September 2017 average RA 9.10, RA 11.3 = 17 months progress in 9 months of teaching

Progression on developments identified in 17/18

- Clear separation of CUP documentation from PP
- Forensic identification and tracking of CUP cohort pupils in Maths and English
- Allocation of English funding to be made between Maths and English with a balance between physical classroom resources, Supporting ICT programmes and staffing.

Developments for reading CUP identified for 18/19

- Specific ongoing funding requirements for CUP pupils accelerated reader programme
- Development of CUP specific areas of need through data analysis
- Resource focus on transition Yr 6 to Yr 7 and Yr 7 to Yr 8
- Parental engagement
- Clear CUP distinction for pupil feedback and questionnaires

Maths Catch up premium

Ofsted report 2013 'The school uses Year 7 catch-up funding effectively to provide extra, targeted support for lower attaining students'

<u>Focus</u>	<u>Barriers to learning</u>	<u>Desired outcomes/success criteria</u>	<u>Rationale</u>
Narrowing the gap in numeracy levels at KS3 in particular low attainers on entry	Variability in numeracy levels from KS2 (< level 4 15/16 criteria) catch up premium Student challenge within maths curriculum Access to maths basics skills to catch up deficit at KS2 Understanding of technical language within math problems and awareness of context of problems due to experience of cultural capital Low Literacy levels on entry Access to appropriate specialist equipment	Improved engagement and attainment at KS3 Access to wider school curriculum improves with students being able to transfer skills Student functional maths ability improves Students feel compelled and empowered to problem solve using maths skills. Students have the resilience to not give up on challenging mathematical problems	+5 months: Mastery learning strategies: Lower attaining students on entry may gain more from this strategy than high attaining students, by as much as one or two months' +1 month: Teaching assistants: Evidence suggests that TA's can have a positive impact on academic achievement. However, the impact is dramatically improved when TA's support individual students or small groups, which on average show moderate positive benefits. +4 months: Small group tuition: Member of staff focus' exclusively on a small number of learners, usually on their own in a separate classroom or working area.

Chosen strategies and actions

CUP pupils are identified from KS2 data where pupils are underachieving 'below expected levels'. A Key stage 2 score of <100 will be eligible for CUP funding allocation. With our funding priority on those pupils who have fallen 'below expected levels' in **both** Maths and English.

Continuation of UPS performance development target programs to work with priority students

Year 7 low attainers on entry (**catch up premium**) identified through KS2 data and teacher assessment:

- Group identified through gaps in knowledge in specific group set up and timetabled let by specialist maths HLTA
- Assessments conducted by TW and smaller tuition groups introduced with those pupils who achieve required levels reintegrated into lessons
- Assessment conducted by Maths teachers. Pupils requiring additional support entered into intervention group with TW
- Intervention group to be fluid depended upon pupils' needs.

Homework club for KS3 TW

- Tuesday year 7 from 3pm - 4 pm
- Helping students with the topics they struggle with
- Boosting students confidence
- Development of numeracy across the curriculum strategies and engagement - transferable skills

<u>How is impact monitored?</u>	<u>Cost</u>	<u>Person responsible</u>
<p>TW KS3 successes</p> <ul style="list-style-type: none"> • Fluidity of intervention group and maths groups as pupils move between the two for more intensive support when required • reintegration of pupils from intervention group back into maths classes <p>Impact case studies for individual students/groups Data for Catch up premium cohort is extracted and progress shown</p>	<p>Catch up premium allocation 17/18 = £27,653 Allocation:£12,500 (55% reading 45% maths) Passport maths = £1038 HLTA maths intervention worker 25% = £6262 Resources = £4500 Assessment, Admin and support = £700 Total spend £12,500</p>	<p>PP review team SWa/JH - quality assure and evaluate the overall impact related to narrowing the gap in numeracy levels at KS3 in particular low and high attainers</p> <p>Head of Maths Faculty SG - monitor, track and evaluate overall Maths interventions for impact</p> <p>HLTA (TW) - monitor, track and evaluate impact of progress on individual targeted students on programs</p>

Evaluation of Maths CUP pupils for 16/17

At the start of September term 2017 70 pupils were identified through KS2 data to have a maths score of <100 of these 70, 46 pupils had a combination of reading and maths needs scoring <100 in both key elements. A further 16 pupils did not have KS2 data and required assessment of need.

Term 1 Passport maths:

The maths intervention HLTA is working with 100 Year 7 pupils to improve their Mathematics skills. These pupils were selected based on their KS2 results. Any pupils who scored less than 100 or had no result recorded undertook an initial assessment. We purchased a passport on www.passportmaths.org for each pupil who scored less than 40 out of 60 on the initial assessment. During tutor time each day she has pupils from a different community and takes them out of one Mathematics lesson per week. During these sessions each pupil works through the topics on the screen and filling in worksheets. They are currently working through whole numbers and will then move on to algebra. Initial evaluation from staff feedback to the maths intervention HLTA by teaching assistants and class teachers shows that pupils are enjoying this program and the fact that it is more visible seems to be helping some pupils.

Term 2 MIDYIS Data & Passport Maths:

Pupils continue the Passport Maths programme which is offered to the pupils once a week.

The Midyis data suggests that the Yr 7 pupils being targeted for Passport Maths, have been correctly identified as, they are all also PP. 80% of these PP are in the Midyis C/D band. The decision on how to track progress of these pupils is still in the developmental stage.

TW was given a list of student who had gained less than 100 marks in their key stage 2 assessments. There were 102 pupils on this list. The pupils took an initial assessment, which initially did not fit for purpose which means we did not gain much knowledge about students' gaps in knowledge. We decided to use the passport maths programme for each of them and this came with its own initial assessment. When they started the passport maths they completed this initial assessment.

At the end of the year the pupils re-took the passport maths initial assessment.

At the start there were 102 children, 7 children left during the year.

Of the remaining 95 children 69 pupils improved on their score, 5 pupils stayed the same, 17 decreased and 4 pupils were absent.

Progress		
	Numbers	%
Total children	95	95
Increased	69	73
Stayed the same	5	5
Decreased	17	18
Absent	4	4

Started with 102 - 7 pupils left during the year.

This would suggest that the passport maths program had a positive impact on the pupil's mathematical ability and that pupils made progress following this program with a dedicated tutor.

We plan to use the same program with most of these pupils in year 8 and start it with the new year 7 cohort. We will not be repurchasing Passport Maths for the pupils who struggled to access it. TW will be working with these pupils with some workbooks during tutor times.

The following are available to all pupils including CUP:

Homework clubs - The maths intervention HLTA has pupils who come to complete homework during lunchtimes and they know she is also available after school on Tuesday, Wednesday and Thursdays. Numbers of pupils is steadily increasing.

Lunchtime club -The maths intervention HLTA has a group of year 10/11 pupils who attend regularly at lunchtime to go over things from class which they are unsure about or to help with topics they have worked on in their own time.

Use of new resources - The maths intervention HLTA has started to use some of the new resources with small groups. All teachers have been using the new Cuisenaire Rods with year 7 pupils.

Progress on CUP developments for Maths identified for 17/18

- Clear separation of CUP documentation from PP
- Forensic identification and tracking of CUP cohort pupil in Maths
- Allocation of CUP funding to be made between Maths and English with a balance between physical classroom resources, Supporting ICT programmes and staffing.
- Distinction between CUP cohort in any feedback and data set

Developments for Numeracy CUP cohort identified for 18/19

- Clearly defined allocation of CUP funding to ensure holistic support to CUP pupils for transition, Resources, manipulatives, ICT support, parental engagement.
- Use of Midyis data.

Catch Up Premium review team summary for 17/18

Catch up premium evaluation of impact for academic year 2017/2018 has built upon the successes of 2016/2017 to produce a comprehensive evaluation report. Clear funding allocation, strategic success criterias and consistency of resources has enabled key CUP stakeholders to deliver successful provision to this cohort of pupils. The cohort consists of Low attainers on entry identified by KS2 data and as this evaluation shows we focus our CUP funding to the specific cohort and area of need. Both Maths and Reading in Year 7 is the primary aim with the wider outlook on transition from Year 6 to Year 7 to communicate strategies and expectations to pupils and parents, Year 7 to Year 8 - to ensure consistency of approach and maintenance of achievements.

Developments for 18/19 have been identified from information provided by the Key stakeholders for Reading and maths, data analysis and pupil feedback. These include:

- Use of Midyis Data to track, review and monitor CUP pupils
- Flexible allocation of CUP funding to specific areas of need to ensure each element is resourced for example: Staffing, Resources, ICT, Transition, Additional needs, Parental engagement.
- Continuation of support and guidance to KEY CUP stakeholders from the CUP review team

Thank you to the Key Stakeholders with the responsibility for Catch Up Premium pupils for their dedication and commitment shown to raising the attainment for this cohort during 2017-2018. These pupils will continue to be tracked throughout their years at Falinge Park high school to ensure we deliver a compelling learning experience for all our pupils.