



Falinge Park High School Catch up Premium (CUP) Funding Plan 2018-2019

Pupil Premium Review Team (PPRT) Mr Simon Ward and Ms Julie Hilton

Catch up premium funding - Academic year 2018/2019

Government funding allocation

Catch up premium (CUP) is Government funding allocated to schools to specifically support Year 7 pupils who did not achieve the expected standards in reading or maths at the end of Key stage 2 (KS2).

The funding is allocated to schools for 18/19 on the basis that we receive the same amount of Year 7 catch up funding that we received in 18/19 adjusted to reflect the percentage change in the size of our Year 7 cohort, based on the October 2018 census.

Schools are required to identify pupils who need extra support and determine the best way to use the funding.

Identification of Catch up premium (CUP) pupil cohort

From 31st July 2017 schools can use the question level analysis function (QLA), to identify specific areas to focus on with the new year 7's who haven't reached the expected standard in key stage 2 (KS2) tests.

The three main elements are: Mathematics, Reading, Grammar, punctuation and spelling

From analysis of Key stage 2 data for our year 7 pupil intake we have identified a CUP cohort based on those who have performed 'below expected levels', achieving less than 100.

Falinge Park High School's Catch-up Premium Profile over three years (on roll)					
Total number of pupils on roll in Year 7	231 (5/07/16)	247 (7/03/17)	263 (14/09/17)	265 (Sept 18)	260 (March 19)
Number of Catch-up Premium students (who are also PP-eligible students):	13	85 (93 if include PP no data pupils)	79 (92 if include PP no data pupils)	171 (190 if include PP no data pupils)	
Number of students level 3 and below in Reading at the end of KS2 or <100	19	94	96	96	91
Number of students level 3 and below in Maths at the end of KS2 or <100	34	70	78	78	88
Number of students level 3 and below in Reading and Maths at the end of KS2 or <100	13	46	68	68	61
Reading KS2 data not available at this stage (internal assessments will be undertaken)	0	16	28	28	6
Maths KS2 data not available at this stage (internal assessments will be undertaken)	0		20	20	5
Total Catch up Premium budget:	£24,000 (15/16 allocation)	£25,670 (16/17 allocation)	£27,653 (Received Feb 18)	£27,653 (Received Feb 18)	£26,296 (Received Feb 19)

Comparison of last three years Catch up premium cohort and funding

The amount of funding we predicted would be received increased from 16/17 to 17/18 by £1,670. £25,670 for 16/17 to £27,000 in 17/18. The CUP allocation was received in Feb 18 of £27,653. 18/19 saw a decrease in funding of £1,357 due to 5 less CUP pupils within this cohort. The number of catch up premium targeted pupils increased in 16/17 (180) to 17/18 (222) by 42 but 18/19 saw a fall by 32 (190).

We also identified pupil characteristics within the CUP cohort to ensure distribution of funds to key areas. These characteristics we applied retrospectively to our evaluation of CUP impact for 16/17 and 17/18 in order to identify any trends and continue to monitor the efficient, effective and economical distribution of CUP funding.

Demographic analysis

Using Key stage 2 data to identify pupils achieving 100 or below therefore 'not meeting expected levels' or 'no available data', we have applied a demographic split to this cohort of pupils in an attempt to further understand the barriers and seek to overcome them.

It is clear that a high percentage of our catch up premium cohort have English as an additional language needs this is indicative of the whole school data. However, in year 7 whole school EAL is 72% and within the CUP cohort reading is 74%, maths 73% and the combination of maths and reading is 75%, increases of 2%, 1% and 3% respectively. There is a greater proportion of males eligible for the funding than females, with the gap being most noticeable for reading. In terms of ethnicity, the largest proportion of students accessing the funding are Pakistani followed by white british then bangladeshi. This is slightly misleading as white british have a higher proportion in comparison to pakistani when looking at their individual cohort numbers. Finally a large proportion of the SEND cohort on entry have access to the funding which forms part of the plan for support. We will seek to further support these pupils with this additional need utilising CUP funding, strategies and focussed support.

Catch up premium pupils demographics 18/19

				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	96	42	71	64	32	19	52	16	9	23	1
Maths	78	32	57	47	31	17	37	14	10	26	1
Reading and Maths	68	29	51	44	24	13	34	13	8	21	0
No Data Reading	28	10	20	19	9	6	8	8	6	10	6
No Data Maths	20	9	12	13	7	5	6	4	5	5	5

How we spent our Catch up premium allocation 18/19

Our catch up premium funding is strategically distributed to the areas of literacy and numeracy with specific focus on the pupils and academic areas of most need. The table below shows our CUP funding allocation for this academic year distributed to the Maths and English Faculties to support specific CUP activities. Here at Falinge Park High School we further support pupils who are deemed 'below expected levels' at key stage 2 (KS2) through pupil premium and curriculum funding.

The allocation of funding between Maths and English is approx 50%. This is based on CUP providing both Faculty areas with the financial and resource support needed in order to address the needs of the CUP cohort. Additional funding is provided by Pupil premium, Faculty and Curriculum funding and this is clearly shown in the evaluation of these areas.

Year 7 CUP over the last three years

Year 7 CUP area	Activity	CUP funding £25,670 received Feb 17	CUP funding projected £27,000 Feb 18 Actual funding received £27,653 Feb 18	CUP funding projected spend for 18/19 Actual funding received £26,296 Feb 19
Maths	Staffing resource to work specifically with CUP cohort pupils to raise standards and attainment.	£9976.00 (25% of HLTA salary allocated to CUP)	£6262 (25% of TA 3)	To continue: Include HLTA numeracy specific staffing resource.
Maths	Mathematical resources.	£1962.00 (allocation)	£1962 (allocation)	To continue: include all Year 7 CUP resources including those for C2, C3 specific need CUP pupils
Maths	Passport maths assessment tool	£1038.00 (actual cost)	£1038 (actual cost)	To continue: with the addition of any add on tools

Reading	Accelerated reader programme	£4007.00 (actual cost)	£4007 (actual cost)	To continue: with the addition of any add on tools
Reading	Year 7 reading evening	£487.50 (actual cost)	£487.50 (actual cost)	To continue: include a reading book for every Year 7 pupil. The carnegie project.
Reading	Staffing resource to work specifically with CUP cohort pupils to raise standards and attainment.	£8199.50 (% of TA salary allocated to CUP)	£5946 (25% of TA 3)	To continue: include HLTA literacy specific staffing support
Additional CUP EAL, Maths resource, HLTA Literacy			£7297 allocation for additional support including EAL/SEN	To include: SEND and EAL specific need support and resources. Transition resource for Year 6 to Year 7. Additional follow on resource funding for Year 7 to Year 8 transition support for all CUP pupils. Parental engagement activities
		£25,670 (received and allocated)	£27,000 expected £27,653 received Feb 2018	£26,296 received Feb 2019

Catch up premium evaluation of impact plan 18/19

The Faculty areas of Maths and English where Catch up premium is specifically allocated complete an 'evaluation of impact' document. This is a comprehensive plan of all CUP considerations and actions which is rigorously monitored and reviewed termly for effectiveness.

<u>Literacy Catch up premium</u>			
<u>Ofsted report 2013</u> '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>
Narrowing the gap in literacy levels in particular reading ages for disadvantaged pupils	<p>Low reading levels from KS2</p> <p>EAL needs</p> <p>Disengagement/inability to relate to texts</p> <p>Access to first language spoken English models at home</p> <p>Specific literacy need creating a barrier to accessing the wider curriculum.</p> <p>Access to reading materials at home.</p>	<p>Gap in Reading Ages reduced</p> <p>Receptive vocabulary improves nearer to the 8,000 word families needed for academic texts</p> <p>Access to wider school curriculum improves</p>	<p>EEF research indicates that accelerated reader adds +5 months for PP pupils. Particularly effective with weaker readers as a catch up intervention – Delivery within library lessons is a part of a larger strategy to engage pupils in reading.</p> <p>+5 months: Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom.</p> <ul style="list-style-type: none"> • 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: • Targeted reading aloud and discussing books with young children. Explicitly extending pupil's 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 pupils to comprehend the meaning of</p>

			<p>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> <p>+5 months: Mastery learning strategies. Breaks subject matter and learning content into units with clearly specified objectives. Lower attaining pupils on entry may gain more from this strategy than high attaining pupils, by as much as one or two months'.</p> <p>+5 months: Homework. Homework may be preparation practising, completing tasks or activities already taught or started in lessons.</p> <p>+8 months: Feedback. Feedback redirects or refocuses, it can be verbal, written or given through tests or digital technology. It can come from a teacher, someone taking a teaching role or peer.</p>
<p><u>Chosen strategies and actions</u></p>			
<p>Accelerated Reader/Library lesson in Year 7 (thirty minutes per week) Reading intervention targeting catch-up students twice a week from CALL and English (thirty minutes per session) Before school breakfast/reading session After school reading club 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 marksheet 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</p>			
<p><u>How is impact monitored</u></p>	<p><u>Cost</u></p>	<p><u>Person responsible</u></p>	
<p>Case studies related to CUP students demonstrating specific</p>	<p>Catch up premium allocation 18/19:</p>	<p>PP review team SWa/JH - evaluate overall impact related to</p>	

<p>impact. Student voice questionnaires Data for Catch up premium cohort is extracted and progress shown Planning in SoL Hub work evaluations for CUP</p>	<p>£13,148 to be distributed through:</p> <ul style="list-style-type: none"> ● Staffing resource ● ICT programmes accelerated reader ● Specific CUP resources ● Specific need such as EAL and SEND CUP pupils ● Transition from Year 6 to Year 7 ● Transition from Year 7 to Year 8 ● Parental engagement activities 	<p>literacy development Direction of Literacy SJY - monitoring and tracking internal data to measure impact. Direct colleagues within LIT team and train whole school. Complete termly updates for PPRT directly into the PP document, Provide the PPRT with case studies and evidence to support impact, Liaise with PPRT for assistance, support and advice. HLTAs + ENG intervention TA - track progress of work within areas and input data</p>
<p><u>Evaluation of impact Catch up premium Literacy 18/19</u></p>		
<p>Evaluation to take place September 19</p>		

Numeracy 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	<p>Low numeracy levels from KS2</p> <p>EAL needs</p> <p>(Catch up premium)</p> <p>Variability in numeracy levels from KS2 challenge within maths curriculum</p> <p>Access to maths basics skills to catch up deficit at KS2</p> <p>Understanding of technical language within math problems and awareness of context of problems due to experience of cultural capital</p> <p>Low Literacy levels on entry</p> <p>Access to appropriate specialist equipment</p>	<p>Pupil functional maths ability improves</p> <p>Pupils feel compelled and empowered to problem solve using maths skills.</p> <p>Pupils have the resilience to not give up on challenging mathematical problems</p>	<p>+5 months: Mastery learning strategies. Breaks subject matter and learning content into units with clearly specified objectives. Lower attaining pupils on entry may gain more from this strategy than high attaining pupils, by as much as one or two months'.</p> <p>+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.</p> <p>+8 months: Metacognition and self-regulation. Aims to help learners think about their own learning explicitly. By teaching pupils specific strategies to set goals and monitor and evaluate their own academic development.</p> <p>+5 months: Homework. Homework may be preparation practising, completing tasks or activities already taught or started in lessons.</p> <p>+8 months: Feedback. Feedback redirects or refocuses, it can be verbal, written or given through tests or digital technology. It can come from a teacher, someone taking a teaching role or peer.</p>

Chosen strategies and actions

Continuation of UPS performance development target programs to work with PP pupils

TW - Year 7 low attainers on entry (**catch up premium**) identify through KS2 data, teacher assessment and PUMA assessment :

- Group identified through gaps in knowledge in specific group set up and timetabled let by TW
- Passport maths programme purchased for CUP pupils
- Pupils requiring additional support entered into intervention group with TW
- Intervention group to be fluid depended upon pupils' needs.

UPS groups to be determined

Homework club for KS3 and KS4 - TW

- Tues and Weds 3 - 4pm
- Helping pupils with the topics they struggle with
- Boosting pupils confidence
- Utilising QR cards (evaluation on effectiveness)

Lunch club: KS3 and KS4 Mon, Tues and Wed TW

HA club: Weds lunchtime GM, University challenge encouragement, Maths challenge as individuals or groups building maths skills, problem solving

Passport maths resource

To improve maths skills for CUP and LA on entry.

Specialist resource to focus on manipulatives for CUP pupils

Establishment of Maths intervention google doc for monitoring and tracking of all intervention activities

CUP cohort data

Progress and tracking KS3 and KS4

How is impact monitored?	Cost	Person responsible
<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 18/19 £13,148 to be distributed through:</p> <ul style="list-style-type: none"> ● Staffing resource ● ICT programmes passport maths ● Specific CUP resources ● Specific need such as EAL and SEND CUP pupils ● Transition from Year 6 to Year 7 ● Transition from Year 7 to Year 8 ● Parental engagement activities 	<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>
<p><u>Evaluation of impact Catch up premium numeracy</u></p>		
<p>Evaluation to take place September 19</p>		