

## Catch Up Premium Funding: Report for Governors

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**18<sup>th</sup> October 2022**

### **What is the Catch-Up Premium funding?**

Prior to the removal of national curriculum levels (Sept 2015) the Government allocated £500 per pupil to those pupils arriving in Year 7 who did not achieve Level 4 in reading and/or mathematics. In 2015-16, there were 24 Y7 pupils eligible for the funding which resulted in a budget of £12,000. This figure has been matched in recent years irrespective of the need.

The decision was taken to provide support for as many as possible whilst not diluting the support.

In the last Ofsted report (November 2015) the following comment was made, 'The school has had considerable success in accelerating progress for Year 7 pupils eligible for catch-up money through extra lessons and resources'.

### **How is the funding spent?**

Literacy and mathematics are taught to small groups of students from Y7 who are withdrawn from mainstream lessons for 2 hours a week. The students are withdrawn from drama and/or RE. Support is also offered to Y8, Y9, Y10 and Y11 students who still struggle with literacy and mathematics. Currently 79 students receive support with literacy and 86 with mathematics.

Year	Cohort Literacy	Cohort Mathematics
7	39	31
8	21	34
9	14	21
10	3	0
11	2	0

The interventions are delivered by:

Mrs. S Wyles (Advanced Practitioner)

Mrs. H Pearson (Mathematics HLTA)

Miss A Dunks (Mathematics HLTA/Mathematics TSST)

### **How is the impact of this intervention measured?**

Progress in literacy is delivered through LEXIA and tracked in detail by Learning Support staff and then tested using NFER tests (September and July).

Progress in mathematics is tracked by the class teacher and by the intervention teacher. Progress is measured by performance in whole school exams in February and July and through fluency quizzes.

## Progress

LITERACY PROGRESS Sept 2021-July 2022		MATHEMATICS PROGRESS Sept 2021-July 2022
Average increase in reading age for CUPS students	<b>10 Months</b>	<b>Year 7</b> Fluency quiz 1- 30% improvement Fluency quiz 2- 43% improvement Fluency quiz 3- 37% improvement
51% of students made progress in their reading 28% of students made at least 15 or more months of progress 21% of students made at least 10 or more months of progress		<b>Year 8</b> Fluency quiz 1- 75% improvement Fluency quiz 2- 235% improvement Fluency quiz 3- 58% improvement
16 students declined in their reading age and further assessments will be completed and consultation will take place if further interventions are required for those students.		<b>Year 9</b> Fluency quiz 1- 80% increase Fluency quiz 2- 25% increase Fluency quiz 3- 24% increase

The students are encouraged to feedback on their experiences through student voice (see Appendix)

## Mathematics

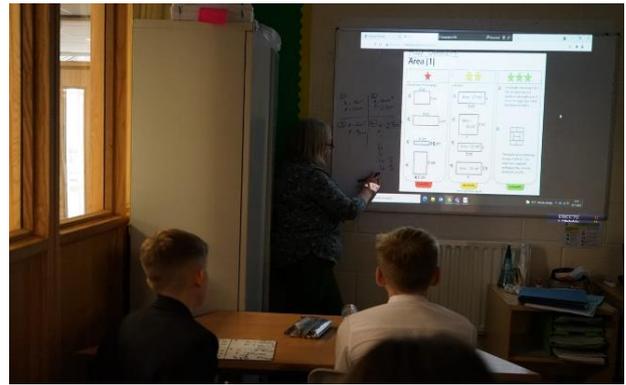


Examples of students in Mathematics Catch Up Lessons

The students take a fluency quiz at the start and end of each term to track progress. The results from these quizzes showed that 69% of the students taking part in CUPs lessons showed an improvement. This means they have made progress in their basic mathematics skills. A lot of the students that participate in the CUPs programme are below their expected target in

mathematics. These students then start to gain confidence in the subject through these lessons which has been noticed in their main mathematics lessons.

The students are given the opportunity to complete questionnaires to evaluate the CUPS lessons in terms of all aspects of learning. The results are really positive.



Examples of  
students in  
Mathematics  
Catch Up Lessons



### Student Case Studies Mathematics

#### Mrs. H Pearson (Mathematics HLTA)

##### Year 8 Student A

*This student has a diagnosis of dyscalculia.*

*This student has been with me in CUPS year 7 and 8. Last year a lot of focus was on encouraging student A to attempt all questions set. Student A didn't do this due to lack of confidence and avoiding calculations with lots of digits or symbols.*

*This was done by repetition and exploring different methods. I allowed the student as much time they needed as time pressure was a barrier and lots of green pen helpful notes to promote independence in problem solving.*

*I didn't mark student A's work wrong as they found this distressing, but instead allowed them time to use their previous notes and repeat the question.*

*Student A is far more relaxed this year and doesn't hesitate to participate in class activities. They constantly check their green pen notes of methods and hints. The issue of getting things wrong has eased and the determination to make corrections has turned in to an exciting conquest.*

*Student A regularly tell me how much they enjoy Mathematics now and do not get so disheartened when they do not understand.*

##### Year 9 Student B

*This student had poor attendance last year due to high levels of anxiety and physical health issues Accessibility has been addressed and the student is in a smaller group. This has enabled student B to attend all classes so far this year. The student stills show anxiety at the start of the lesson, but this*

*has not stopped them attending. As the lesson proceeds the anxieties recede. Through lots of explanations, working on white boards and plenty of time allowance which this nurture group environment allows has supported student B to access mainstream lessons. Inclusion is helping student B to gain confidence and supporting mathematics knowledge at a level that doesn't cause barriers.*

### **Miss A Dunks (Mathematics HLTA/Mathematics TSST)**

#### *Year 8 Student C*

*A year 8 student (last year) who has recently suffered a significant bereavement in her life has managed to stay motivated and focussed during her mathematics CUPS lessons and maintained an Attitude to Learning of 2 in mathematics. She has also been diagnosed with PP and ADHD and been recently medicated for it. She enjoys the quietness of a small CUPS group with few distractions. Her level of concentration deteriorates after a while, so small breaks are encouraged and repetition essential.*

*Her resilience and willingness to learn showed in all her termly quiz scores. Her greatest increase was in Term 4 when we focussed on subtracting negatives numbers, BIDMAS and fractions of an amount. At the beginning of the term, she scored 19/60 (32%) after completing the same quiz at the end of the term she scored 54/60 (90%); a significant increase.*

*Her response to what is the best thing about mathematics CUPS on the Student Voice Survey was "Having more help with mathematics and having someone to talk to." This is just one example of many students who appreciate and acknowledge the extra support and attention they are given in mathematics CUPS.*

### **Literacy Intervention**

The students follow a personalised literacy programme, targeting reading and writing.

They have access to specialised materials and are taught by dedicated specialist staff in dedicated rooms.

Max is a trained 'Care Dog' who helps support some of our most vulnerable young people. The calming effect that he has is palpable.



Max the therapy dog!



Examples of students in Literacy Catch Up Lessons



The intervention uses the IT program, Lexia, which is personalised with an initial assessment to place the students work at a level suitable for them. The program then continues to assess students with each session they complete to replace levels of work and revisit areas of knowledge requiring development.

Students complete NGRT tests each year to review progress. Students who have left English literacy intervention sessions during the academic year are also re-tested at the end of the year measure progress. Spelling tests are also completed twice a year.

Wider curriculum links are built into the program through use of additional resources from sources such as Twinkl and Teach It. These link to annual calendar events such as Mental Health Awareness Week, Healthy Eating Week, Black Life Matters Awareness Day and various religious celebrations such as Christmas, Eid and Easter.

## Student Case Studies Literacy

### Mrs. S Wyles (Advanced Practitioner)

#### Y7 Student D

A Year 7 student has been able to access the literacy intervention programme and make good progress. It has helped build up her confidence to speak in lesson and answer questions in a small group environment. Communicating with her English teacher has helped build up a rapport and we have been able to ensure that her teachers moving into Y8 are aware of her specific difficulties to ensure a smooth transition. A pupil passport has also been created to send out to her teachers as well to support her in lessons.

#### Y8 Student E

A year 8 student who has dyslexia has started working on some additional resources such as the progressive reader on teams. This is enabling her to read aloud and record her voice. Feedback is then given and highlights words she is struggling with, omissions and accuracy. A list of specific words can also be generated to practice.

### Next Steps:

Planning time to be once again incorporated into whole staff professional learning days for literacy and mathematics catch up planning.

Literacy – inclusion of more comprehensions and reading aloud in small groups, especially for the Y9s

### Summary

The progress made by these students in mathematics and literacy, and the confidence they have gained, is a credit to the CUPS team and the students they teach.

### Appendix A: Student Voice – Literacy

Mrs. S Wyles Oct 2022	20 students
Question to student	Analysis of responses- what was notable- what changes, if any, will you make as a result?
What is the best thing about our lessons?	Lexia (8) Booklet work (2) Discussing things in small group or 1-1 (2) Improve English (1) Reading (1) Progressive reading (2) Stop the bus (2) Different tasks (2) Typing.com (1)
If you could change one thing about our lessons what would it be?	Lexia is glitchy sometimes Nothing everything is good More comprehensions

<b>Mrs. S Wyles Oct 2022</b>	<b>20 students</b>
Question to student	Analysis of responses- what was notable- what changes, if any, will you make as a result?
How challenging is the work we do in lessons? Is it too hard or too easy for you?	At the right level (12) Sometimes too hard/easy (4) Challenging sometimes (4)
Do you ever feel like you need more help in lessons? How could I or someone else give you this extra help?	The right amount of help as a small group 1-1 (12) Happy with the help I have (4) Don't need help (4)
How well do students work in our lessons? What could I do to further improve the way in which the class gets their work done?	Work well together (7) Good so it makes me learn better (1) Work well in catch up lesson (8) Share ideas (4)
How helpful is my feedback? Do you find verbal feedback more helpful or written feedback in your book?	Written (9) Verbal (5) Written and verbal feedback (6)

Appendix B: Student Voice – Mathematics

<b>Miss A Dunks Oct 2022</b>	<b>15 students</b>				
Question to student	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Students are well behaved in this lesson?	8	7			
2. Students work well in this lesson?	9	5	1		
3. This lesson has the right amount of challenge for me?	9	4	2		
4. This lesson goes at the right pace for me?	10	5			
5. Feedback from this lesson is helpful?	11	4			
6. I feel my mathematics has improved since starting CUPS	9	3	2	1	
7. I enjoy mathematics CUPS	10	3	2		
8. I learn things in mathematics CUPS that help me in other lessons	9	6			