

CUP Report 2019-20

In the academic year 2019/2020, Caedmon College Whitby was allocated Catch-up Premium (CUP) funding on the basis of 28 students for reading and 20 students for maths. Catch-up Premium funding provides additional money for every student who achieves a score of 99 or below in their maths or reading Key Stage 2 SAT. These students are not yet deemed “secondary ready” on starting secondary school. The funding is intended to enable them to “catch up” as soon as possible.

In the academic year 2019-20 those students with the lowest SAT scores have been prioritised for specific intervention. This has a cross-over with those children who are on the SEND register.

Use of the Catch-up Premium Funding 2019-20

The strategies employed during 2019-20 include:

- Quality First Teaching where all staff focus on numeracy and literacy in lessons.
- An increase in English and maths lessons within the curriculum (5 English and 4 maths lessons per week)
- One library lesson per week and access to reading books from the library and group reading exercises.
- One-to-one support (in class or as an intervention depending on staffing and student need)
- Small group intervention sessions run by trained staff. This is in addition to Maths and English lessons
- Literacy intervention programmes including:
 - Lexia
 - Thinking Reading
 - Alpha to Omega
 - Inference
 - Individualised SPAG programmes.
- Numeracy Intervention programmes:
 - First Class @ Number
 - Success @ Arithmetic
 - Individualised numeracy programmes
- Social Intervention programmes:
 - Socially Speaking
 - Lego Therapy
 - Talkabout
- Daily lunchtime clubs for vulnerable students to enhance social skills and support with English and Maths skills.
- Study support club every lunch time and three evenings per week to support learning.
- Pages dedicated to reading in students’ log books (home/school reading log).
- Identification of 30 spelling words that provide a problem to students at GCSE. Dedicated curriculum time to learn these spellings and for spelling strategies to be taught.
- Times Tables Rockstars logins for all CUP students with progress monitored and prizes for improvement.

Training for staff involved in CUP interventions:

- Programmes delivered and suggested by Speech and Language, individualised to student need
- New staff registered on Lexia to support as an intervention programme
- Staff training in specific Special Educational Needs and Disabilities. This included 5 days training for each of the 5 members of SEN staff to deliver the Thinking Reading programme.

Other Spending:

- Numeracy and Literacy educational games and programmes for lunchtime clubs.
- Visual and physical resources to improve the intervention environment and for recording progress.
- Staffing to enable Sandwell testing, to provide before and after intervention data for maths intervention.
- Staffing to enable termly YARC testing, to provide before and after intervention data for reading intervention.
- GL assessments to provide baseline and comparison data for CUP students
- Printing/photocopying of intervention resources especially Thinking Reading.
- Staffing costs for implementation of interventions.
- Probe 2 testing to determine suitability for Thinking Reading programme.

Impact of the Year 7 Catch-up Premium Funding 2019-20

Reading

In the academic year 2019-20 it was decided to further involve students and parents in their learning. CUP students for reading were given a letter outlining the personalised intervention to take place and asking parents for support with reading at home. Resources such as study support were also highlighted in the letter.

19 out of 28 CUP students for reading received a Lexia login in Autumn Term 2019. The students chosen for Lexia intervention were those who had a score of 99 or less for both their reading SAT and their Grammar, Punctuation, Vocabulary and Spelling Key Stage 2 SAT as these were felt to be the most likely to benefit from a phonics based computer programme such as Lexia.

Additional Lexia sessions were provided for the students with the lowest KS2 SAT scores. Differentiation advice was provided to teaching staff for CUP students. This was in partnership with parents.

CUP reading students were retested in October using either the NGRT, YARC or Probe 2 test to monitor progress. 18 were "secondary ready" at this point and removed from intervention.

All new Year 7 students are NGRT tested (New Group Reading Test GL assessments) on entry in September. All these students are then re-tested in June. Interim progress is measured using YARC and Sandwell tests to provide information on the success of individual interventions.

Students with a English SAT score of less than 95 were deemed suitable for the Thinking Reading intervention. This is a literacy based intervention programme designed to improve access to reading across the curriculum. Each student received the intervention three times a week with an LSA who has been trained to deliver this programme.

100% of CUP students who received Thinking Reading intervention improved their baseline score

75% of CUP reading students increased their reading age scores to above their actual age. The maximum increase was 48 months. This was generally across a 6 month period meaning a ratio gain of 1:6.

Any student who did not make expected progress is priority for year 8 follow up work.

Maths

Similarly In the academic year 2019-20, students and parents were encouraged to become more involved in their maths learning. CUP students for maths were given a letter outlining the personalised intervention to take place and asking parents for support with maths at home, with additional resources such as homework club and the learning centre being available. 21 students were deemed not 'secondary ready' in Maths.

Students with a maths SAT score of less than 95 were deemed suitable for the intervention "Success @ Arithmetic", a number based intervention programme designed to improve the four mathematical operations and accelerate progress. 8 students took part in this intervention during the year in groups with a staff to student ratio of either 1:2 or 1:3. Each group received the intervention two or three times a week with one of the two LSAs trained in delivering this programme.

100% of the students taking part in Success @ Arithmetic increased their maths age by a minimum of 6 months. The maximum increase was 23 months and the mean average was 13 months. This was generally across a 3 month period. The Sandwell test was used before and after the intervention in order to provide this data to measure impact.

77% of CUP maths students increased their standard age score. 24% of CUP maths students increased their Maths age by 12 months or more indicating better than expected progress and 48% of CUP maths students improved their Maths age by 6 months or more.

CUP maths students made an average point gain on their standard score of 4 points. Those who received intervention had an average point gain of 6 points demonstrating the effectiveness of the intervention strategy. By comparison, across the year group (including CUP) there was an average point gain of 2 points and across the year group not including CUP there was an average point gain of 1 point. This shows that the students designated CUP for maths made more progress than students who arrived at the school "secondary ready".

Covid 19

School lockdown has impacted on progress testing due to be completed in June and any interventions planned for March onwards have been unable to go ahead. The exception has been the Lexia intervention which students have been able to work on from home.