

Annual Catch Up Premium Report – September 2018/19 – Evaluation

Objectives

1. Mathematics – Improve the outcomes for all students eligible for the additional funding to ensure that they have met age related expectations by the end of Yr 7 and are working at least in line with their peers.
2. English – Improve the outcomes for all students eligible for the additional funding to ensure that they have met age related expectations by the end of Yr 7 and are working at least in line with their peers

Data 2018-2019

Number of students who did not achieve at least a score of 100 in Reading at KS2	46/195
Number of students who did not achieve at least a score of 100 in Mathematics at KS2	50/195
Number of students who did not achieve at least 1 score of 100 in Reading and Mathematics	32/195

Strategies:

Objective 1 – Mathematics		
Strategy	Success Criteria	Evaluation/Impact
Quality 1 st teaching for all students eligible for funding	<p>Teaching and learning is at least good for all groups</p> <p>Planning is in place to close and consolidate learning</p> <p>Personalised strategies to closer the skills gaps for identified individuals</p>	<p>MEQA monitoring shows that all groups of students received quality first teaching.</p> <p>End of year data shows that the knowledge gaps have been closed.</p> <p>QLA from KS2 results was analysed by classroom teachers and used to identify key areas for delivery to close knowledge gaps.</p> <p>Students were given individualised covey tables after each assessment identifying strengths and weaknesses.</p>
Small group additional teaching for identified groups of students	Students attend additional session timetable during registration	Students attended weekly catch up sessions, using targeted resources in order to close knowledge gaps and enable them to

		close the gap to their peers.
Appoint TLR holder within Mathematics with the additional responsibility of CUPs	TLR holder is accountable for outcomes of CUP student's maths. Accurate tracking and monitoring of CUPS students' progress in lessons and attendance at intervention sessions.	Lead practitioner for Mathematics appointed with responsibility for CUP. Students attended weekly sessions and progress was recorded against the gaps identified from QLA's

Objective 2 – English		
Strategy	Success Criteria	Evaluation/Impact
Quality 1 st teaching for all students eligible for funding	Teaching and learning is at least good for all groups Planning is in place to close and consolidate learning Personalised strategies to close the skills gaps for identified individuals	MEQA monitoring shows that all groups of students received quality first teaching. End of year data shows that the knowledge gaps have been closed. Appropriate use of differentiated texts were used to support students – additional support and scaffolded tasks were utilised to support student learning
Weekly one hour Nessy sessions		Those students eligible for Nessy (RA of 8 or below) results show an increase in word recognition by an average of 20% as well as well as a spelling accuracy increase of around 10%
Timetabled reading sessions.	Improved reading age for all eligible students Improved oracy and vocabulary for all eligible students	Reading age improved by on average 12 months for students with some achieving over a 45 month increase. ESB lessons used quality first teaching to ensure all

	<p>Students are accessing the library more frequently</p>	<p>pupils achieved an ESB grade pass in their English Speaking Board Senior Introductory examination.</p> <p>Students received fortnightly reading sessions in the library. Focused group reading sessions implemented in the library on an Extra-Curricular bases aimed at CUP students.</p>
<p>Appoint TLR holders within English with the additional responsibility of CUPs</p>	<p>TLR holder is accountable for outcomes of CUP student's English.</p> <p>Accurate tracking and monitoring of CUPS students' progress in lessons and attendance at intervention sessions.</p>	<p>Appointment of literacy coordinator, with responsibility for CUP students in English.</p> <p>Progress of CUP was tracked and monitored across the academic year by Librarian and Literacy Co-ordinator. .</p>