



Year 7 Catch Up Premium 2016-2017

In the academic year 2016-2017 30 pupils were identified as eligible for the catch up premium. The amount of funding for 2016-2017 was £18,423. We spent this money in a variety of ways in order to support progress.

Mathematics

All 30 were invited to the mathematics breakfast club on Tuesday mornings, meaning that they were mentored by a year 12 student completing a range of activities from a workbook as well as providing a friendly face around school.

The Mathematics HLTA is partly employed using CUP money meaning she is in all their classes for some sessions each fortnight to offer support. In discussion with the teacher, she either supports them in lessons in a TA capacity or withdraws them to teach them individually or in small groups as appropriate. Additionally, the maths HTLA offers them blocks of 1:1 sessions before or after school throughout the year as appropriate (eg. to prepare for assessments).

In the summer term students go on a series of real life trips (last year they went to a building society, a gym, a supermarket and a pizza restaurant) to learn about the maths skills needed for real life. These trips finish with a presentation to other students.

IMPACT MADE:

- **0 students went backwards from the baseline assessment**
- **5 students made no progress from the baseline assessment**
- **6 students made one sublevel of progress from the baseline assessment**
- **9 students made two sublevels of progress from the baseline assessment**
- **1 student made three sublevels of progress from the baseline assessment**
- **ALL students improved their number work – we did some question by question analysis – which will equip them to face year 8 positively.**

These impacts put the CUP students almost in line with other ability groups

English

In English the following strategies have been used:

ECR – Everyone Can Read – this is a phonic based programme and is used for those students who require a boost in reading, writing and spelling.

RC – Reading Comprehension – this is to build on inference skills

PR – Paired Reading- to support reading comprehension, questioning & inference

Sp – Spelling focus, often competent readers but require structured spelling support

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RC and Sp – need support in both but are beyond the ECR level

The interventions are started in October and finished for the majority around Easter. Before and after school interventions are also run as well as our TAs delivering an intervention in year 7 and year 8 for reading and spelling.

IMPACT MADE:

- **7 students took part in the ECR programme. On average students increased their reading age by 2 years over an 8-month period. 4 students increased their reading age by 3 years.**
- **8 students received spelling intervention and increased their spelling age by an average of 1 year 2 months over the same 8 month period. 1 students increased their spelling age by 3 years.**
- **24 students received support through paired reading or reading comprehension. On average they increased their reading age by 2 years 9 months in a period of 8 months. 5 students increased their reading age by at least 4 years, 1 student increased by 6 years.**

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