

# Catch-up Funding – Chipping Norton School (October 2017)

1. Summary information					
School	Chipping Norton School				
Academic Year	2017/18	Total Number of potential Catch up students identified (2016/17)	36	Funding allocated	£8,585.00

2. Current attainment/ Impact of 2016/17 interventions	
11 out of the 17 targeted Catch up students participated in the DRA Reading programme	100% increased their reading age 36% increased their reading age by at least 38 months 1 student increased their reading age by 79 months
1 student participated in the Star Test scheme	Reading age increased from 10years 4 months to 12years 4months
5 students did not participate in the DRA reading scheme as they met the limit of assessment when tested in September 2016	5 students achieved a reading age of 16 years+ on testing

3. Barriers to future attainment	
<b>In-school barriers</b> ( <i>issues to be addressed in school</i> )	
A.	Poor literacy levels which prevent access to the curriculum - those who did not achieve expected standard (100) in reading at the end of KS2
B.	Poor numeracy levels which hinder progress in maths – those who did not achieve the standard (100) in maths at the end of KS2
C.	Disengagement from learning due to poor progress

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Poor attendance from some students which hinders progress in all areas of the curriculum

4. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )		Success criteria
A.	Literacy levels improve in line with expectations and students make expected progress in english	Data shows that students have made progress in English and reading and spelling scores improve
B.	Numeracy levels improve in line with expectation	Termly maths tests and data capture points show that students are making expected progress

<b>C.</b>	Students engaged with and enjoying learning. Students able to participate in lessons	Fewer logs on SIMS regarding poor attitude/behaviour, an increase in rewards administered (house points/celebration assemblies/postcards home)
<b>D.</b>	Attendance improves to over 95% for those students who are persistent absentees and those who fall below 95%	Attendance tracker shows attendance is improving week on week

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2017/18</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Staff Lead</b>	<b>When will you review implementation?</b>	
<b>A.</b> Literacy levels improve in line with expectations and students make expected progress in english	Targeted literacy support 1:1 by literacy teacher. Baseline testing for reading Phonics screening	Evidence from previous years shows that with targeted intervention, students can make rapid and sustained progress in literacy and reading.	DL	December 2017	
<b>B.</b> Numeracy levels improve in line with expectation	Employment of a numeracy coordinator to work 1:1 with students	Improvements in English/literacy /reading demonstrates that with targeted support, student can catch up with their peers and make rapid improvements	HP	December 2017	
<b>C.</b> Students engaged with and enjoying learning. Students able to participate in lessons	Curriculum TA's to support in lessons, targeting those students in receipt of catch up funding.	Core curriculum TA's in Maths, English and Science. So the ability to work closely in lessons or with students or to withdrawn them to catch up.  Clear evidence to show that where work is differentiated to	CW, HP, ML	December 2017  October 2017	

	<p>Work is differentiated by staff so that students are able to access the curriculum</p> <p>After school Homework Club promoted and encouraged</p> <p>Knowledge Organisers distributed to students to ensure that there are no gaps in their learning</p>	<p>meet the needs of learners then progress is made by those students</p> <p>Students receive 1:1 support if they remain in school for homework club which results in homework completed more fully and to a better standard</p> <p>Evidence suggests that where attendance is poor for some students, Knowledge Organisers can plug the gaps in terms of knowledge so they are not at a significant disadvantage to their peers.</p>	<p>JXE/all teaching staff</p> <p>RSL/JB</p> <p>HOD</p>	<p>December 2017</p> <p>December 2017</p>	
<b>D.</b> Attendance improves to over 95% for those students who are persistent absentees and those who fall below 95%	Weekly scrutiny of Attendance Diamond by Tutors and HOY. Immediate targeting of students with poor attendance and strategies implemented to support with poor attendance	If students are not in school they are not learning. If absence is sustained over long periods of time, the ability to catch up is diminished, affecting long term progress	Tutors HOY D Head	October 2017	
<b>Total budgeted cost</b>					
<b>£22k</b>					
<b>6. Review of expenditure</b>					
<b>Previous Academic Year</b>			<b>2016-17</b>		
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Monitoring &amp; Evaluation</b>	<b>Impact</b>	<b>Cost</b>	

Improve literacy levels	Further develop Literacy Intervention Programme delivered by Literacy Intervention Coordinator (line managed by English and SENCO). Withdrawal system for years 7,8 &9 to boost literacy levels and enable greater access to the curriculum.	Baseline testing for reading. Further testing as needed.	Reduction number of students with low reading levels relative to peers. Catch up Literacy students make strong progress and students below functional threshold (9yrs 6months) is reduced. (See data above)	10k
Improve literacy levels	Maintain Year 7 "Extend English" Class established and move into year 8. Small class taught by Primary phase/SEN teacher. Lessons follow the Lit Programme for Reading focusing on the four Super Skills for Reading. Each lesson begins with either 10 minutes of phonics work or 10 minutes of reading comprehension (depending on the need of the child).	Progress monitoring. Reporting to Literacy lead	Students "graduate" from "Extend" class as core skills for accessing the main curriculum are reinforced. (see data above) 1 student graduated from the extend group during 2016/17.	4k
Improve literacy levels	Continue use of Accelerated Reader Scheme. Administrative assistant employed in the Library to support Librarian in delivering ARS alongside English teachers. One library lesson per fortnight of ARS. Curriculum LSA supports use in one English lesson a fortnight of the Accelerated Reading Scheme.	Accelerated ReaderScheme (ARS) records and data. Class tracking.	Number of students with a reading age below the functional threshold (9yrs 6months) fell from 6 to 0 Reading established in weekly tutorial programme, English lessons and Accelerated Reading Scheme shows clear impact.	2k
Improve numeracy levels	Curriculum LSA teaches targeted Numeracy in Maths to less able maths students. Use of online maths resources to boost engagement and understanding.	Before and after testing. Online resource use tracking.	Numeracy levels increase and students perform in line with expectation. 9 out of 17 (53%) students ended the year making expected progress. 8 out of 17 (47%) ended the year on -1.	3k
Secure strong attendance and engagement	Summer School for catch up students. Activities over a week to secure strong engagement with CNS		Attendance of catch up students is as good as or better than their peers. 8 out of 17 students (47%) achieved attendance of 98% or above.	3k

			14 out of 17 students (82%) achieved attendance of 95% or above. Only 2 out of 17 students (11%) had a figure below 90%.	
			<b>Total Cost</b>	<b>22k</b>

