

## Catch-up Funding – Chipping Norton School (October 2018)

1. Summary information					
School	Chipping Norton School				
Academic Year	2017/18	Total Number of potential Catch up students identified (2017/18)	16	Funding allocated	£8,585.00
2. Current attainment/ Impact of 2017/18 interventions					
5 students participated in the RW Inc programme		100% increased their reading age 80% increased their reading age by at least 20 months Average increase 24 months			
11 students participated in the Accelerated Reader Programme		79% increased their reading age 50% increased their reading age by 10 months plus Average increase was 8 months			
3. Barriers to future attainment					
In-school barriers <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				
External barriers <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

Academic year 2018/2019			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Staff Lead
<b>A.</b> Literacy levels improve in line with expectations and students make expected progress in english	Targeted literacy support 1:1 by Lead LSA for C&L. 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
<b>B.</b> Numeracy levels improve in line with expectation	Targeted numeracy support 1:1 and small group.	Improvements in numeracy skills demonstrates that with targeted support, student can catch up with their peers and make rapid improvements	SC
<b>C.</b> Students engaged with and enjoying learning. Students able to participate in lessons	Curriculum TAs to support in lessons, targeting those students in receipt of catch up funding.  Work is differentiated by staff so that students are able to access the curriculum	Core curriculum TAs in 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 meet the needs of learners then	CW, ML  All teaching staff

		progress is made by those students	
<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 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

#### Previous Academic Year 2017/2018

Desired outcome	Chosen action / approach	Monitoring & Evaluation	Impact
Improve literacy levels	Further develop Literacy Intervention Programme delivered by Literacy Intervention Coordinator (line managed by English).	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.
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.
Improve numeracy levels	Curriculum LSA teaches targeted Numeracy in Maths to less able maths students. Use of online	Before and after testing.	Numeracy levels increase and students perform in line with expectation.

	maths resources to boost engagement and understanding.	Online resource use tracking.	
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