



# Caroline Chisholm School – Year 7 ‘Catch Up’ Funding

1. Summary information					
<b>School</b>	Caroline Chisholm		Total Funding <b>£8000</b>		
<b>Academic Year</b>	2017/18	<p><b>What is ‘Catch Up’ Funding – The National Context</b></p> <p>The DfE provides additional funding to schools for a proportion of Year 7 student who has not reached an age related standardised score of 100 in reading and/or mathematics at the end of Year 6 in national testing (SATs). Funding levels for 2017/18 were broadly in line with those in the previous year. The funding is not ‘ring fenced’ however there is an expectation that the money the school receives is used in a way that it will enhance progress in English and/or maths to enable the student to ‘catch up’ and ensure they are more likely to succeed in the secondary phase of their education.</p>			
<b>Total number of pupils in Year 7</b>	280	<b>Number of pupils eligible for ‘Catch Up’ - Reading</b>	35	<b>Date for next internal review of this strategy</b>	Jan 2018
		<b>Number of pupils eligible for ‘Catch Up’ – Spelling, Punctuation and Grammar</b>	24		
		<b>Number of pupils eligible for ‘Catch Up’ - Mathematics</b>	34		
		<b>Number of pupils eligible for ‘Catch Up’ – All 3 categories</b>	11		

2. Barriers to future attainment (for pupils eligible for PP including high ability)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy or numeracy skills</i> )		
<b>A.</b>	Poor Literacy and Numeracy skills. Attainment in English and/or Maths at the end of KS2 is below the National expected standard score of 100.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>B.</b>	Attendance rates for some pupils eligible for Catch Up funding are below the national average, (96%). This reduces their time in school and causes them to fall behind.	
3. Outcomes		
	<i>Desired outcomes and how Catch Up be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>The gap in attainment of Catch Up students compared to non Catch Up students will be in line with non-Catch Up students. Catch Up students access additional support to help them complete classwork and homework.</p> <p>To develop the attitudes and attributes of successful learners</p> <ul style="list-style-type: none"> <li>• School targets for attainment, progress and attendance are achieved.</li> <li>• Students attend school ready to learn (attitude, equipment, punctuality, uniform, homework)</li> </ul>	<p>Progress data shows narrowing of gaps in Catch Up students in year 7.</p> <ul style="list-style-type: none"> <li>• Attendance at Catch Up sessions. Students at additional after school study support sessions rises so that 90% are attending.</li> <li>• Reduction in detentions for Catch Up Students for homework. This to be monitored weekly.</li> <li>• Rates of attainment for Catch Up students are in line with non-Catch Up students at the end of Year 7.</li> <li>• Growth Mindset is reinforced in Assemblies, tutor time lessons.</li> <li>• Less Behaviour points for equipment and effort so that these are in line with Non Catch Up students within Year 7</li> <li>• Scheduled catch up sessions for those students falling behind</li> </ul>
<b>B.</b>	Increased attendance rates for pupils eligible for Catch Up funding so that students are in line with the school target of 97%.	Reduce the number of absences for a small number of Catch Up pupils. Overall attendance among pupils eligible for Catch Up improves to 97% (or higher), closing the gap with 'other' pupils.

4.		Planned expenditure				
Academic year		2017/18				
Targeted support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Resources	When will you review implementation?
A. Improved Year 7 literacy. 90% of Catch Up students to have achieved a reading age in line with their chronological age. Progress to be measured 3 times per year.	<p>Accelerated Reader used effectively and developing questioning techniques to follow up text reviews – develop a bank of specific resources to use for follow-up to assess the components of language.</p> <p>5 students will have 1 to 1 support in Literacy</p>	<p>Components of language identified as an area of weakness from moderation</p> <p>Schools in the English network have successfully trialled this approach.</p> <p>Accelerated Reader was shown to have a positive impact in an independent evaluation.</p>	<p>HoF to oversee resources and scheme development with KS3 lead for English, Head of the LRC and Literacy Co-ordinator.</p> <p>Training to be provided as part of the costs for appropriate staff.</p> <p>Baseline testing to establish reading ages. Re-testing to establish the effectiveness of the program.</p> <p>5 students will be coming out of 2 x MFL a week to work in groups of 2 or 3 with our literacy LSAs. They will be following a structured programme called “Fresh Start”, which, as its name implies, is all about revisiting all simple and complex phonics sounds from scratch. They will also be working on reading-level appropriate shared texts, with associated writing activities. Close emphasis will be paid to basic grammar, punctuation and spelling.</p>	<p>Head of English.</p> <p>Head of LRC.</p>	<p>2 x 38 weeks with Literacy LSA's.</p> <p>£2187</p> <p>Purchase Accelerated reader with set up costs pro rata for Catch Up students.</p> <p>Purchase and administer Screening test for reading.</p> <p>Purchase of Fresh Start. £1500 allocated for new age related reading books for the library</p> <p>Total allocation</p> <p><b>£3687</b></p>	<p>November 2017, March and June 2018</p>

<p>A. Improved Year 7 numeracy. 90% of Catch Up students to have an attainment level in line with end of Year 7 expectations.. Progress to be measured 3 times per year.</p>	<p>Use of qualified support staff for additional intervention sessions in response to any underachievement. Accountability of staff teaching Catch Up pupils through robust tracking at assessment points and through effective AfL strategies. Timetabling changes has made interventions easier to manage.</p>	<p>Tracking and classroom accountability has been evaluated as one of the most effective mechanisms by EEF</p>	<p>Re-testing to establish the effectiveness of the program.</p> <p>Us</p>	<p>Head of Learning Support</p> <p>Head of Maths</p>	<p>4 additional teacher periods per week = 4 x 38 weeks  Total cost - £2571.20  Purchase of resources which include student work books and teacher books £1098.80  Total allocation  <b>£3670</b></p>	<p>November 2017, March and June 2018</p>
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<p>B. Catch Up attendance to be in line with school expectations of 97%</p>	<p>3 wave intervention process to engage parents at every stage</p>	<p>Parental engagement - Sutton Trust and the teacher toolkit. (Moderate impact for moderate cost, based on moderate evidence; +3 – EEF)</p>	<p>Weekly meetings between SLT and Pastoral Team to monitor attendance, discuss concerns and inform H of Y and tutors. Establish a 3 wave approach to identifying and addressing Catch Up attendance to include:  Wave 1: &gt; 97% attendance - Tutor to speak to student/home  Wave 2: 93% attendance – pastoral lead to write to parents to make them aware that the floor standard of PA has nearly been reached and to invite them in to school to discuss support strategies to improve attendance  Wave 3: &lt;90% attendance – Pastoral Lead to complete a home visit/phone call and put in place an action plan with parents to improve attendance and make aware that any further drop will involve the LA and statutory action.  Pastoral Lead to provide an advice guide to go into the school newsletter at the start of every term to include school expectation of 97%  Same day calls for regular offenders.  Attendance data of Catch Up students from all feeder primary schools to be collated with an initial contact to be made by SLT to address any needs and convey school expectations</p>	<p>Tutors, H of Y  Pastoral Lead  SLT    AP Lead    Senior Pastoral Support    Pastoral Support</p>	<p>Pastoral Support    £643</p>	<p>Weekly</p>
					<p><b>Total Cost</b></p>	<p><b>£8000</b></p>

