

Year 7 Catch Up Premium Funding Impact 2019 – 2020

What is Catch up Funding?

The Literacy and Numeracy Catch up premium provides schools with an additional £500 for each year 7 pupil who did not achieve the Expected Assessment Criteria in Literacy or Mathematics at the end of Key Stage 2.

Rationale of Spending Strategy

To prepare students for the pathway curriculum provision they will access in Literacy and Numeracy/Cognition and Learning and Communication and interaction/ Communication and interaction and

To ensure students are able to access the new curriculum offer through effective staff training, timely intervention initiatives, resource provision and ensuring 'good practice' through robust monitoring and progress tracking.

Barriers for Learning

Our current Year 7 cohort have a very broad range of needs which include severe learning disabilities, profound and multiple learning disabilities, Autism spectrum. Barriers within cognition and learning, physical and sensory development and communication and interaction.

Year 7 Catch Up Premium Funding – 2019/2020

Total Catch Up Premium Funding	£19.000
Amount of Pupils eligible for Catch up Funding Premium	38 pupils

Catch Up Funding – Strategies / Area of Support	Brief summary of the intervention or action:	Impact	Cost of Intervention
To continue to raise attainment in early reading using SEND Ruth Miskin 'Read, Write Inc.' scheme. To increase the literacy budget in order to ensure access to developmentally	To embed and resource the Read Write Inc phonics scheme across the SLD pathway. To upskill staff in teaching phonics and early reading skills through inset and shared good practice.	Allocated time for literacy specialist to share good practice within department. Lead teaching within Yr7 SLD class for part of year. Upskilled staff in delivering Phonics and early reading development. Read write inc resources available for pupils who access the scheme.	£3500

appropriate resources and maintain high quality resources.	<p>Departmental insets for Secondary staff to focus on literacy schemes and development of staff's understanding.</p> <p>Purchase literacy teaching resources for secondary pupils.</p>	General Literacy resources were also purchased so that classes had their own sets of items needed.	
<p>To invest in resources and training to raise attainment in numeracy and upskill staff and parents.</p> <p>To increase the numeracy budget in order to ensure access to appropriate resources.</p>	<p>To continue to embed numicon schemes of work and resource banks for all SLD Year 7 classes.</p> <p>To develop the use of Numicon homework bags to upskill parents.</p> <p>To develop developmentally appropriate resources and maintain high quality resources within secondary classes.</p>	<p>Resources purchased for YR7 Cohort Numicon homework bags were made available to all SLD YR7 pupils.</p> <p>Teaching Assistants trained on how to monitor the work sent home and which activities to send. Staff used Basic Skills time during the school day to reinforce work completed at home or to prepare them for the next activity.</p> <p>Parents of pupils were invited to workshops to show how they could support their child with the Numicon resources at home.</p> <p>General numeracy resources were also purchased so that classes had their own sets of things like shapes, measuring equipment, clocks, number cards, etc. Some larger items were bought to be shared across the departments and are distributed for specific lessons accordingly.</p>	£3500
To allocate staff and implement interventions to deliver personalised Communication and cognition interventions to ASC learners.	Implement intervention strategy across ASC department. ASC staff to have departmental insets to upskill teaching staff to raise attainment in generalisation strand of assessment.	<p>Lead practitioner roles developed within Foundation for life pathway. Support given to staff to complete interventions of pupils when off track within data.</p> <p>Departmental insets completed for communication and cognition strands of curriculum upskilling staff. Resources to complement the TEN-SEN and TEN-SEN R programmes. Encouraging pupils to develop their cognition skills through the development of problem solving, Visual skills, imitation and</p>	£4000

		labelling skills. Evidence based apps purchased to be used to help assist the acquisition of language and learning.	
To support whole school total communication strategy by upskilling staff in PECS.	PECS training delivered to ASC staff to develop understanding of communication for ASC pupils	12 staff completed two day external Pecs training to support pupils who require additional communication strategies in order to access curriculum. Staff are able to use training in order to communicate at the correct phase for pupils on PECS scheme. Staff knowledge of PECS communication improved impact on classroom practice.	£2000
Deployment of SALT and complex lead practitioner for communication to lead intervention strategies within communication and interaction.	Develop activities using Eye Gaze resource. To support progress of sensory and communication strands on Quest for Learning assessment tool and yearly targets for complex pupils	Eye gaze resource used to support learning in classes. SALT sharing knowledge of this equipment as a learning aid for staff. SALT learning walks ensured good practice was shared with staff and they informed of plan to develop multi-sensory timetable to support the learners understanding of daily transitions. Lead practioners given time to review plans and tailor interventions as necessary for pupils using engagement for life data.	£1500
Deployment of cognition and learning lead within the complex cohort of pupils.	To complete interventions with pupils when required from data trawl. To develop staff understanding of Engagement for life curriculum. Cognition lead supporting in sessions with activities.	Interventions included focused learning with the learning mentor, attainment of new resources, and the use of sensory room or Omni suite. Teachers given opportunity to peer observe teachers within the department improving T&L and develop practice ensuring progress in made.	£2500

<p>To allocate budget to support outdoor learning with foundations for life cohort in order to ensure access to appropriate resources.</p>	<p>To use the outdoor areas to embed curriculum stands in relation to generalisation.</p>	<p>Bespoke outdoor resources purchased to extend generalisation of skills for foundations for life pathway. Supported and developed sequencing and using object permanence. Use of visual skills label and imitation to provide experience for learners to master skills from the classroom to the wider community – Generalising skills.</p>	<p>£2000</p>
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