

# Year 7 Catch Up

## Funding Review

2017 2018

## Year 7 Catch Up Fund

Total number of pupils in Year 7 – 18	Total money – 18 pupils @£500 each = £9,000		
PMLD - 6	SLD - 3	ASC - 6	SLCN - 3

### Context:

Bluebell Park is a 200 place school providing Early Years, primary, secondary and post 16 provision for students with a range of needs including severe learning difficulties, complex learning difficulties, autistic spectrum condition and profound and multiple learning difficulties. All students have an EHCP or Statement of Special Educational Needs. We aim to provide a broad and balanced curriculum that is personalised and adapted to ensure all have equal opportunities to succeed. Literacy and numeracy is delivered in functional ways to allow our pupils to generalise skills and practise in real life contexts including the local and wider community.

The literacy and numeracy catch-up premium gives state-funded schools, including special schools and alternative provision settings, additional funding to support year 7 pupils who did not achieve [the expected standard](#) in reading or maths at the end of key stage 2 (KS2). We use it in a number of ways to best support the pupils we have here at Bluebell Park.

In their guidance, 'Literacy and Numeracy Strategies' (DfE, Nov 2012), the Government suggest effective ways to utilise the Catch Up Funding. Whilst none of the research is specifically gathered from schools for pupils with severe and complex learning difficulties, some precepts are applicable. For instance, they recognise that '***Coaching teachers/teaching assistants in specific teaching strategies significantly raises outcomes***' and '***Success with some pupils with the most severe problems is elusive, and this reinforces the need for skilled, intensive, one-to-one intervention for these pupils***'. For our pupils, the most important resource available to help raise outcomes is the skills of the person delivering support. We utilise this approach in some of the ways that we target the funding.

Because of the complexities of our pupils' needs, a range of evidence is necessary to show progress and achievement. We always strive to celebrate the successes of our pupils, no matter how small, and through case studies and qualitative studies we are able to highlight some of the achievements that they make through the interventions put in place.



£4000	Additional TA support for class to help pupils access curriculum	Pupils will access planned activities and experiences to ensure literacy and numeracy skills learned are transferred into real life experiences. Pupils will receive proficient support to enable them to develop their readiness for learning.	Improvement in pupil progress and attainment.	Monitoring and analysis of inputted assessments into B Squared during termly progress meetings.  Pupil's engagement in lessons will be increased and evidenced through decrease in challenging behaviour in Sleuth database.
Review of impact	Additional support has been sought and put in place to support pupils. During termly progress meeting with teachers where discussion of individual pupil targets and pupil underachievement is highlighted and interventions planned 0% Year 7 children were identified as working below the targets set.			
£1500	Enrichment groups for all Year 7 pupils delivered by appropriately qualified staff and supplemented with additional staff for one afternoon per week.	Pupil voice will provide basis for group selection. Pupils will trial a selection of activities and communicate preferred choice. Pupils will access small focused groups delivering set targets.	Improvement in social skills, ability to transition and communication.	Pupils will evaluate their group and targets.  Pupils will have bespoke delivery around functional use of Literacy and Numeracy skills.
Review of impact	A range of enrichment activities have been delivered throughout the year including Rebound Therapy, Horticulture, Forest Schools, Music, Art, Drama, X Factor performance, Makaton and sensory relaxation. All Year 7 pupils have had free choice to sessions and feedback from pupils has been very positive. Staff have reported increased number of pupils transitioning successfully between environments. Opportunities to transfer and generalise communication skills in a number of environments with changing staff has increased pupils ability to effectively convey need and have them met.			
£2000	Rebound Therapy Train the Trainer Qualification	Identified pupils will access Rebound Therapy block of work as motivator to facilitate	Increased attention and participation to improve pupil's progress and	Monitoring and analysis of inputted assessments into B Squared during termly progress

		generalisation of Literacy and Numeracy skills. Pupils will access to ensure they are ready for learning.	attainment.	meetings.
Review of impact	3 x members of staff have accessed the Train the Trainer In-house training and are awaiting their final practice exam to enable them to train in-house in the next academic year. This will enable on-going training which Year 7 pupils can access year on year. Staff worked directly with Year 7 pupils over a number of weeks to improve skill set of pupils and promote cross curricular links such as communication and use of Picture Exchange Communication (PECs) to aid understanding and requesting of activities.			
£1000	Sensory circuit equipment including:  Mini-Trampette  Scoot boards  Tunnel  Weighted snake  Compression vest.	Pupils will have access to personalised sensory diets. Pupils will complete daily activities to ensure they are ready for learning.	Improvement in pupil progress and attainment.	Monitoring and analysis of inputted assessments into B Squared during termly progress meetings.  Pupil's engagement in lessons will be increased and evidenced through decrease in challenging behaviour in Sleuth database.
Review of impact	Spaces around school have been identified and set up as break out spaces for sensory activities to access when and if they are needed. Sports hall timetabled for sensory circuits every morning from 9:00-9:30am. Identified Year 7 pupils have accessed and followed personalised sensory diet each day to help them get 'ready to learn'. A reduction in sensory seeking behaviours have been reported by teachers in progress reviews and a reduction in aggressive behaviour is evident for individual pupils captured on the Sleuth database.			