



Bluebell Park

Year 7 Catch Up Funding 2018 2019

Strategy for how funding will be used and evaluated

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A decorative graphic at the bottom of the page, consisting of a series of overlapping, semi-transparent, light blue and grey rectangular blocks that create a sense of depth and movement, resembling a stylized path or a series of steps.

19

Year 7 Catch Up Fund 2018/2019

Total number of pupils in Year 7 is 23

Total money – 18 pupils @£500 each = £11,500

Context:

Bluebell Park is a 203 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.

Planned Expenditure for 2018/2019

Amount	Resources purchased	Planned outcome	Area for improvement	How Impact will be measured
£500	Upgrade of B squared system to incorporate Engagement and Progression Steps & annual hosting of system.	Through this we can electronically track detailed pupil assessment to ensure continued progress is maintained and improved upon.	Improved teaching through more effective and accurate assessment. From data pupils who are above/below expectations will be identified and interventions planned, carried out and evaluated.	Monitoring and analysis of inputted assessments into B Squared during termly progress meetings.
Review of impact				
£5000	TA4 delivering weekly Social, Emotional and Mental Health programme across the year including aromatherapy (and yearly subscription for this)	Pupils who have joined us this academic year will have extra support in the form of weekly SEMH input delivered by specialist TA4. This is to aid smooth transition and help pupils and families cope with the movement into Bluebell Park.	Pupils will transition effectively with the right level of individual support. Pupils will have clear guidance around people who are here to help and how they can access this if they require it.	Monitoring and analysis of inputted assessments into B Squared and discussion around whole child 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				
£2000	Enrichment groups for all Year 7 pupils delivered by appropriately qualified staff and	Pupil voice will provide basis for group selection. Pupils will trial a selection of activities and	Improvement in social skills, ability to transition and communication with	Pupils will evaluate their group and targets.

	supplemented with additional staff for one afternoon per week.	communicate preferred choice. Pupils will access small focused groups delivering set targets.	unfamiliar staff and pupils.	Pupils will have bespoke delivery around functional use of Literacy and Numeracy skills.
Review of impact				
£1000	Enrichment music session (drumming club) offered to Year 7 pupils weekly.	Literacy and numeracy targets taught in cross curricular way offering opportunities to practice and generalise skills taught in specific sessions in class.	Generalisation of literacy and numeracy skills. Socialisation with different pupils within department. Music used as therapeutic aid to promote fun learning and positive use of literacy/numeracy in practical and meaningful way.	Pupils will practically demonstrate understanding of receptive and expressive language through following instructions and communicating with peers. They will also show understanding of Numeracy skills such as number, pattern and rhythm and mathematical terminology e.g. up, down, left right, big, little. Literacy and numeracy attainment will be tracked and discussed during termly progress meetings.
Review of impact				
£500	Sensory circuit equipment including: Balance Beam	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. Pupils calm, alert and prepared for the learning day.	Monitoring and analysis of inputted assessments into B Squared during termly progress meetings. Pupil's engagement in lessons will

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Review of impact				
£600	Sessions delivered for pupils around online safety by Knowsley ICT School Support.	Bespoke sessions addressing pertinent issues around e-safety will be planned and delivered for relevant Year 7 pupils and staff supporting them.	Pupils understanding of e-safety will increase. Pupils will working knowledge of how they can keep themselves safe online and what they can do if they do not feel safe at any point.	Individual log of e-safety incidents will be logged on CPOMs. From here issues will be picked up at Safeguarding level and interventions will be put in place and evaluated. Actions for class teachers will be highlighted and impact will be discussed during termly progress meetings. Evidence of sessions delivered will be captured using Evidence for Learning.
Review of impact				

£1000	Annual hosting of Sleuth & CPOMs database	Using Sleuth and CPOMs will allow staff to alert to issues quickly and efficiently. From this any pupils who require intervention can be identified and the right help can be sought early. Pupils will be kept as safe as possible and early signals will be picked up and managed.	Pupils will be happy and settled in school and this will lead to them being open to learning opportunities provided.	Weekly overview meetings with Safeguarding Team will pick up issues via CPOMs system. ½ termly data gathering from Sleuth will highlight changes in behaviour patterns or on-going issues and will provide basis for evidence based interventions.
Review of impact				
£500	Subscription to educational resource site – access to wide range of differentiated planning, resources.	Teachers and Teaching Assistants will have access to resources appropriate for a range of needs. They will be able to effectively create desired resources. Teachers will have planning and resources starting points which will enable time to be allocated to time spent with pupils.	Staff will have greater understanding of pupils needs and will provide resources that appropriate for the learner and differentiated for the group.	Resources will be monitored through teacher observations and evidence input into Evidence for Learning. Re-allocation of time will be discussed and evidenced during termly progress meetings. Planning will be monitored termly and feedback from teachers around usefulness of Twinkl will be captured at the end of year before decision to rebuy is made.

