

Year 7 Catch Up Fund 2019/2020

Total number of pupils in Year 7 is 15

Total money – 15 pupils @£500 each = £7500

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 2019/2020

Amount	Resources purchased	Planned outcome	Area for improvement	How Impact will be measured

£5000	TA4 delivering bespoke Social, Emotional and Mental Health programme across the year including aromatherapy (and yearly subscription for this).	All Year 7 pupils will have access to intervention on a rolling programme. Sessions will adapted to meet their need and pupil behaviour (compliance/engagement, self-confidence) will improve.	Increased compliance Increased engagement levels Increased self-confidence/worth Ability to self-regulate and communicate when needed.	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 (individual case studies).
Review of impact				
£2000	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.	Improved social skills Able to communicate needs to range of people (unfamiliar staff and pupils). Ability to transition between places Bespoke delivery around functional use of Literacy and Numeracy skills.	Pupils will evaluate their group and targets (pupil voice). Improved social skills, communication and functional Literacy/Numeracy skills will be tracked through B-Squared database and termly progress meetings. Overall improvements will be captured in EHCP reviews, class meetings, via the home/link book, assembly celebrations and termly progress meetings.

Review of impact				
£500	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.	<p>Pupils understanding of e-safety will increase.</p> <p>Pupils able to discuss and demonstrate their ability to keep themselves safe online.</p> <p>Pupils able to discuss and demonstrate what they can do if they do not feel safe.</p> <p>Pupil will report e-safety incidents to adults around them.</p> <p>Parents will have increased understanding of what e-safety is and what they can do to keep their children safe at home in regards to this.</p>	<p>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.</p> <p>Actions for class teachers will be highlighted and impact will be discussed during termly progress meetings.</p> <p>Evidence of sessions delivered will be captured using Evidence for Learning.</p>
Review of impact				

<p>£500</p>	<p>Subscription to Twinkl online resource site.</p>	<p>Teachers and Teaching Assistants have access to resources appropriate for a range of needs.</p> <p>Staff able to effectively create desired resources.</p> <p>Teachers have planning and resources starting points which allows effective time management and more hands on teaching time.</p>	<p>Staff and pupils have greater access to range of resources.</p> <p>Resources are tailor made to meet pupil needs.</p> <p>Time is effectively managed and more time is available</p>	<p>Resources will be monitored through teacher observations, evidence input into Evidence for Learning and learning walks.</p> <p>Re-allocation of time will be discussed and evidenced during termly progress meetings.</p> <p>Planning will be monitored termly and feedback from teachers around usefulness of Twinkl will be captured.</p>
<p>Review of impact</p>				