

Ifield School Year 7 Catch-Up 2018/19

1. Summary information					
School	Ifield School			Type of SEN (eg.PMLD/SLD/MLD etc.)	SLD/PMLD
Academic Year	2018-2019	Total Year 7 Catch-Up budget	£7500	Date of most recent Review	July 2018
Total number of pupils	20			Date for next internal review of this strategy	July 2019

2. Current attainment	
94% of Year 7 pupils are making expected or better progress in Maths.	
100% of Year 7 pupils are making expected or better progress in English.	

3. Barriers to future attainment (for pupils eligible for Year 7 Catch-Up)	
In-school barriers	
A.	All pupils have an EHCP and some pupils have a diagnosis of Profound Severe Complex Learning Difficulties therefore their attainment is significantly below the national expectations for their age.
B.	A high proportion of pupils have significant difficulties with communication and interaction and low self-esteem.
External barriers	
D.	Some pupils have restricted opportunities to engage in learning and social activities at home.

4. Outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	Increased progress in English and Maths for Year 7 pupils.	100% of Year 7 pupils will make expected progress in English and Maths (as seen on Pupil Asset) with some pupils exceeding their end of year targets.
B.	Pupils will have increased opportunities to develop their self-confidence and interact effectively with their peers and adults.	All Year 7 pupils will be provided with increased opportunities to interact with a wider range of staff and peers. These communication opportunities will be assessed and recorded using new technology and a new holistic assessment system.

C.	Increased opportunities for Year 7 pupils to engage in learning and social activities outside of school hours.	Year 7 pupils will all have the opportunity to attend the Bewl Water residential visit. This is an opportunity for pupils to be involved in a residential visit to increase their engagement in social activities and develop their independence and life skills.
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5. Planned expenditure					
Academic year		2018-2019			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase progress in English and Maths for Year 7 pupils.	<p>Year 7 pupils to undergo baseline assessments at the start of the year.</p> <p>Pupil Progress Meetings used to discuss progress of all pupils and agree actions to ensure identified pupils make accelerated progress.</p> <p>English Specialist teacher used for interventions.</p> <p>Staff training to include phonics, Intensive Interaction and Guided reading interventions.</p>	<p>NFER (2015) Report recommended a focus on high quality teaching</p> <p>Ofsted (2014) Report notes the importance of robust tracking by school leaders</p> <p>NFER (2015) report noted successes from using frequent, rather than one-off assessment and decision points.</p>	<p>Baseline data analysed by school assessment lead.</p> <p>Pupil Progress meetings led by members of the LT and additional interventions tracked through Provision Maps.</p> <p>Agreed actions to be monitored by Leadership Team. Use of Pupil Asset to support analysis of attainment and progress of Pupil Premium children.</p> <p>Interventions and other actions will be identified for class teachers to implement.</p> <p>Staff Evaluation of the impact of training.</p>	ND/ PJ	February 2019 and July 2019

<p>Pupils will have increased opportunities to develop their self-confidence and interact effectively with their peers and adults.</p>	<p>Pupils differentiated in appropriate pathway groups.</p> <p>Pupils to have timetabled communication/ English lessons.</p> <p>Evidence of progress in communication and EHCP outcomes to recorded on devices.</p> <p>Evidence 4 Learning app to be trialled to measure progress in communication and interaction.</p>	<p>Small group support has shown to help develop confidence in pupils with low self-esteem.</p> <p>First hand opportunities and experiences engage pupils in the curriculum and their learning</p>	<p>Learning walks to pathway lessons to ensure that learning is both appropriate and aspirational, and to ensure that there are sufficient opportunities for communication.</p> <p>Staff training on how to effectively use devices to record evidence of progress in communication and interaction.</p> <p>Staff training in use of Evidence 4 Learning app.</p>	<p>ND/ PJ</p>	<p>February 2019 and July 2019</p>
<p>Total budgeted cost</p>					<p>Supply teacher for English interventions £500 Evidence 4 Learning app £1000 iPads and ICT resources £2000 Training for Phonics/ Guided reading £500 Use of Speech Therapists £1000</p>

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased opportunities for Year 7 pupils to engage in learning and social activities outside of school hours.	All Year 7 pupils to have the opportunity to take part in the Bewl Water residential.	<p>After-school clubs provide pupils with opportunities to develop their team work and social skills, as well as identify new hobbies and interests.</p> <p>Parental engagement in their children's learning and hobbies provides the support that they need to make further progress.</p>	<p>Parent meeting to share information about Bewl Water residential.</p> <p>Access arrangements made to ensure that all pupils are able to attend the residential.</p> <p>Staff assigned to certain individual pupils to ensure that they receive the support they require.</p>	ND/ PJ	February 2018 and July 2018
Total budgeted cost Bewl Water residential					£2500

6. Review of expenditure				
Previous Academic Year		2017-2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
Increase engagement in Reading for Year 7 pupils.	Renew subscription to Bug Club phonics reading programme and provide all pupils with login details.	Anecdotal evidence, including pupil voice and annotations in reading records, supported the outcome that pupils demonstrated increased engagement in reading.	Target support in Reading to focus on more personalised reading materials for individual pupils in Year 7.	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
100% of pupils will make expected or better progress in English.	Use of supply teacher for reading recovery interventions.	89% of pupils made expected or better progress in English.	Continue bespoke intensive 1:1 and small group English interventions for Year 7 pupils. Ensure that intervention sessions are reinforced by regular input from identified TAs.	
100% of identified pupils will make expected or better progress towards their S&L targets.	Targeted support of Speech Therapist and use of S&L interventions.	100% of identified pupils made progress towards their S&L targets.	Continue focused 1:1 and small group S&L interventions for targeted Year 7 pupils. Ensure that intervention sessions are reinforced by regular input from identified TAs.	

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

£2500 Bewl Water residential
£1000 Evidence 4 Learning
£4000 iPads