

Year 7 Literacy/Numeracy Catch-up Premium 2019/2020

Summary information					
School	Dorin Park School		Type of SEN:	Complex (inc. medical needs)	
Academic Year	2019/20	Total budget	£9,000	Date of most recent review	N/A
Total number of year 7 pupils		18 pupils Sept 2019 – 2020		Date for next internal review of this strategy	Termly

Gov.UK - Funding for 2019 to 2020 is paid into schools in February 2020, based on the October 2019 census

Supporting information

The 18 pupils identified for this spend are distributed between 5 pastoral class groups with complex and wide ranging identified SEND. The baseline assessment data and tracking information will be maintained by the English and Maths subject leads.

1. Barriers to future attainment (for pupils eligible for Catch-up Premium)

The barriers to attainment can be complex, varied, and often specific to the individual pupil and their additional needs/abilities. For this reason, we explore barriers for individual pupils as well as groups of pupils. We aim to use the funding stream to support pupils to access learning opportunities in such a way that allows them to achieve to the best of their abilities.

- Subject leaders identify the barriers influencing the pupil/s attainment in their subject area.
- Pastoral leaders/key stage leaders identify barriers to learning for pupil/s in aspects other than those that are subject-related.

In-school/External barriers

A.	Time - Some pupils require time in addition to the allocated timetable slots to increase/further develop literacy/numeracy skills. To overcome this, we personalise the timetable for pupils, and provide them with access to additional time. This may be in the form of interventions provided by allocating funding to buying in additional staff with specific skill sets.
B.	Resources - Some pupils have additional needs that can be supported by access to differentiated resources/specialist resources. Subject leaders, pastoral staff or other professionals will source/advise on such resources and seek to make use of them to overcome barriers to learning. We utilise the Catch-up Premium funding to purchase equipment that allows improved access to the learning environment.
C.	All pupils have an EHCP for complex needs. Some pupils have additional social/emotional/behavioural-related difficulties that may be related to their defined needs, or in addition to those needs. These can be a short or long term issue for individuals. To overcome such barriers we personalise timetables and set up a variety of workspaces to suit specific needs (e.g. EHWP room/intervention room, or withdrawal spaces in the classroom). This personalisation allows pupils to work in quiet spaces/smaller groups with additional staff support. This has been particularly helpful for those pupils with Anxieties/ASD or traits similar to those found in pupils with ASD.

2. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils who are defined as having below expected attainment will have access to additional subject-related intervention time and support to raise attainment in the identified subject.	Identified pupils will access a timed programme of additional subject-specific support to raise attainment in areas where they have been identified as performing below expectations.
B.	Pupils who are identified as requiring additional resources to support learning will be assessed by subject leads/other professionals who will explore the potential of reducing barriers to learning by utilising specific resources.	Identified pupils will make use of resources to support their learning and raise attainment in areas where they have been identified as performing below expectations.
C.	Pupils who are identified as having additional social/emotional/behavioural-related difficulties that may be related to their defined needs, or in addition to those needs, will access a personalised timetable or a variety of workspaces to suit specific needs (e.g. EHWP room/intervention space).	Identified pupils will access a variety of workspace set-ups allowing them to engage fully with the task in the way that is most appropriate to their needs.

3. Planned expenditure, academic year 2019/20

The areas (i, ii) enable schools to demonstrate how they are using the Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Quality of teaching for all/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?
Improved access to any identified subject specific areas using identified specialist resources/equipment/learning areas for groups/cohorts or individual pupils , leading to improved attainment.	Purchase resources/provide learning areas to support the group or individual in accessing the subject in line with that of their peers.	Specialist resources have proven beneficial, in the past, in easing access to skills development in some subjects.	Funding requests for identified resources will be required to be submitted to the SENCO with supporting evidence regarding intended impact. Impact will be reviewed and monitored half termly.	Identified subject lead, key stage lead or pastoral lead.	Identified lead – termly submitting data/summary report to data lead and/or subject lead, evidencing impact. QAs, observations, learning walks and book scrutiny can all be used to examine appropriate evidence.

4. Review of expenditure, academic year 2019/20

i. Quality of teaching for all/targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for Catch-up Premium, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Improved access to any identified subject specific areas using identified specialist resources/equipment/learning areas for groups/cohorts or individual pupils, leading to improved attainment.</p>	<p>Purchase resources/provide learning areas to support the group or individual in accessing the subject in line with that of their peers.</p>	<p>The English/Maths leads audited their resources against current pupil need (summer 2019). New pupils were baselined in autumn term and needs assessed with regard to accessing learning.</p> <p>Subject leads predict approximate spend on the following items/schemes</p> <ul style="list-style-type: none"> • Classroom resources Maths - Resources purchased for numeracy Number activities etc. English - colour banded Oxford Tree reading books purchased • Banded book scheme • iPads and apps <ul style="list-style-type: none"> • 13 iPads and cases purchased to help support year 7 students catch up to their expected level of numeracy/literacy • Various apps purchased during the school year for both literacy and numeracy • IDL Literacy app (£400 plus yearly cost £125) • Playground marking for maths games 	<p>Resources specific to individuals/to support practical, hands on type access to learning have been useful again this year. This will continue.</p> <p>The impact/data is monitored by subject leads, with final impact to be reported at the end of the summer term.</p> <p>The year 7 cohort had access to their own iPad to maximise time with numeracy/literacy development. The iPads and apps have been used by the students to develop their phonics and word recognition skills, with greater levels of engagement from all pupils. They allow pupils to work with a degree of independence whilst working on/being monitored on an agreed task.</p> <p>Each year 7 cohort had their own dedicated set of base 10 activity cards, 50 number line activities sets and number lines. This has improved students' reading abilities and developed their interest in decoding words and sentence building.</p> <p>The new reading books have developed this further and assisted in an improvement in comprehension skills.</p> <p>The playground marking was not carried out as planned due to COVID restrictions/use of playground. Consideration has been given to other resources. This will be relooked at next academic year.</p>	<p>£6,781.79</p>

Additional detail (In this section you can annex or refer to **additional** information which you have used to inform the statement above)

£3,639.42 Carried forward from 2018/2019 grant to help fund the repainting of the maths games/activities on the senior yard – due to COVID restrictions this was not carried out as planned. This was reallocated as above.

£5,857.63 – carried over to Sept 2020 – some spend/invoices yet to be confirmed autumn 2020

TOTAL SPEND £6,781.79 July 2020