

Ifield School Year 7 Catch-Up 2019/20

1. Summary information					
School	Ifield School			Type of SEN (eg.PMLD/SLD/MLD etc.)	SLD/PMLD
Academic Year	2019-2020	Total Year 7 Catch-Up budget	£7500	Date of most recent Review	July 2019
Total number of pupils	20			Date for next internal review of this strategy	July 2020

2. Current attainment	
89% 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 for Profound Severe Complex Learning Difficulties and 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 Maths for Year 7 pupils.	100% of Year 7 pupils will make expected progress in Maths with some pupils exceeding their end of year targets. This will be evidenced on Pupil Asset and other alternative ways, including Evidence for Learning.
B.	Increased opportunities to develop fundamental life and social skills for Year 7 pupils.	100% of Year 7 pupils will make progress towards targets in life and social skills as evidenced against the newly-introduced Life Skills Framework.

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		2019-20			
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 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 children and agree actions to ensure identified children make accelerated progress.</p> <p>Maths interventions for identified pupils.</p> <p>Staff Training by Maths Specialist used to increase staff knowledge of key teaching concepts and progression in Maths.</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.</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 intervention teacher to lead.</p> <p>Staff feedback used to evaluate training led by Maths Specialist.</p>	ND/ PJ	February 2020 and July 2020

<p>Increased opportunities to develop fundamental life and social skills for Year 7 pupils.</p>	<p>Pupils differentiated in appropriate pathway groups.</p> <p>Pupils to be baselined against the newly-introduced Life Skills Framework.</p> <p>Evidence of progress in life and social skills to be recorded on Evidence for Learning app.</p>	<p>First hand opportunities and experiences engage pupils in the curriculum and their learning.</p> <p>Fundamentals in life and social skills, and communication, provide the foundations for pupils to learn effectively in all other subject areas.</p>	<p>Learning walks of pathway groups to ensure that learning is both appropriate and aspirational, and to ensure that there are sufficient opportunities for life and social skills to be developed.</p> <p>Staff meeting to share the purpose and expected use of Life Skills framework.</p> <p>Pupil Progress meetings used to monitor progress against the Life Skills Framework.</p> <p>Staff training on how to effectively use Evidence for Learning to evidence progress.</p>	<p>ND/ PJ</p>	<p>February 2020 and July 2020</p>
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	Total budgeted cost
	Teacher for Maths interventions £1000
	Evidence 4 Learning app £1100
	Maths concrete resources £500
	Training for Maths £500
	Use of Speech Therapists £1000
	Costs to develop life and social skills TBC

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?

<p>Increased opportunities for Year 7 pupils to engage in learning and social activities outside of school hours.</p>	<p>All Year 7 pupils to have the opportunity to take part in the Bewl Water residential.</p>	<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 evening 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>	<p>ND/ PJ</p>	<p>February 2020 and July 2020</p>
<p style="text-align: right;">Total budgeted cost Bewl Water residential</p>					<p>£2500</p>

6. Review of expenditure				
Previous Academic Year		2018-19		
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 progress in English and Maths for Year 7 pupils.	<p>Pathway groups implemented.</p> <p>Cornerstones curriculum implemented.</p> <p>Pupil Progress meetings monitoring progress 6 times a year.</p> <p>Staff training in Guided Reading and Phonics.</p>	<p>All pupils made progress from their starting points, although not all of this progress could be evidenced on Pupil Asset.</p> <p>21% of Year 7 pupils exceeded their end of year progress targets in English.</p> <p>16% of Year 7 pupils exceeded their end of year progress targets in Maths.</p>	<p>Targeted support on the pathways groups in which fewer pupils achieved their progress targets.</p> <p>Make greater use of alternative ways of demonstrating progress, e.g. Evidence for Learning app, etc.</p>	
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)	
Increase opportunities for pupils to develop self-confidence and interaction.	<p>Pathway groups implemented.</p> <p>Timetabled opportunities for communication.</p>	<p>Identified pupils made progress towards their communication and interaction targets as evidenced in Pupil Progress meeting minutes.</p>	<p>Make greater use of Evidence for Learning app to evidence progress towards communication targets and EHCP outcomes.</p>	

<p>Increased opportunities for all pupils to engage in social activities.</p>	<p>Bowl Water residential.</p>	<p>All pupils had the opportunity to participate in the Bowl Water residential.</p> <p>Anecdotal evidence and parental feedback demonstrates that the Bowl Water residential was a success.</p>	<p>Consider further ways to engage Year 7 pupils in social activities outside of school.</p> <p>Make use of Evidence for Learning app to demonstrate evidence of engagement in future Bowl Water residential.</p>	
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7. Additional detail

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