

Ifield School Year 7 Catch-Up 2017/18

1. Summary information					
School	Ifield School			Type of SEN (eg.PMLD/SLD/MLD etc.)	SLD/CLDD
Academic Year	2017-2018	Total budget	£9,000	Date of most recent review	July 2017
Total number of pupils	228	Number of pupils eligible for funding	16	Date for next internal review of this strategy	July 2018

2. Current attainment	
88% of Year 7 pupils are making expected or better progress in Maths.	
81% 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 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. They will be encouraged to take on roles as

		learning buddies and peer mentors. Pupil and staff questionnaires will reflect that pupils have gained confidence as the year progresses.
C.	Increased opportunities for Year 7 pupils to engage in learning and social activities outside of school hours.	Year 7 pupils will be encouraged to use identified software packages and online resources to support learning at home. An increased number of Year 7 pupils will have participated in after-school clubs. Pupil and staff questionnaires will reflect that pupils are engaging in more social activities outside of school.

5. Planned expenditure					
Academic year	2017-2018				
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?

<p>Increase progress in English and Maths for Year 7 pupils.</p>	<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>English Specialist teacher used for interventions.</p> <p>Staff Training used including identified aspects of Literacy and Mathematics as well as Communication and Language.</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>Internal pupil performance indicators show that pupils' progress at transition points is less strong than for other cohorts, especially in writing.</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>	<p>ND/ PJ</p>	<p>February 2018 and July 2018</p>
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<p>Pupils will have increased opportunities to develop their self-confidence and interact effectively with their peers and adults.</p>	<p>Targeted interventions will focus on building self-esteem and confidence.</p> <p>Additional opportunities will be provided for pupils to interact with a wider range of peers and adults at school and through offsite activities.</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>Provision Maps will document targeted interventions and these will be monitored by the LT.</p> <p>Leuven Scales will be used to monitor pupil engagement and well-being during different activities, including offsite visits.</p> <p>Pupil and parent questionnaires will be used to analyse improvements in pupil's confidence.</p>	<p>ND/ PJ</p>	<p>February 2018 and July 2018</p>
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		Total budgeted cost	
		Staff Training	£500
		Subsidies for offsite visits	£200
		Senior Leaders time for data analysis and monitoring	£300
		Use of Speech Therapists	£2000
		Supply teacher for English interventions	£2500
		Reading resources	£500

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>Pupils provided logins and encouraged to use online resources at home- Busy Things, Purple Mash, Espresso, etc.</p> <p>Year 7 pupils encouraged to attend after-school clubs and funds subsidised where necessary.</p> <p>Parent workshops used to engage parents in their children's learning and hobbies.</p>	<p>ICT resources provide children with engaging ways to access their learning.</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>Relevant ICT resources will be monitored by members of the ICT team.</p> <p>Year 7 teachers will provide pupils with logins to access relevant ICT resources at home.</p> <p>Year 7 teachers will encourage parents to engage their children in after-school clubs.</p> <p>Members of LT will run parent workshops in conjunction with Year 7 teachers to engage parents in learning and hobbies.</p>	<p>ND/ PJ</p>	<p>February 2018 and July 2018</p>
<p style="text-align: right;">Total budgeted cost</p> <p style="text-align: right;">Subsidies for clubs £250</p> <p style="text-align: right;">ICT resources £2000</p> <p style="text-align: right;">Parent workshops £250</p>					

6. Review of expenditure				
Previous Academic Year		2016-2017		
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)	Cost
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.	£465
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)	Cost
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.	£2500
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.	£2035

7. Additional detail

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