Year 7 Catch Up Premium – Plan and Projection for 2019/2020

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| **Summary Information** | | | | | |
| School | | The Beacon |  |  |  |
| Academic | 2019/20 | Expected Total Year 7 Catch  Up Budget | £15,390 | Date of most recent Year 7 Review | Sept 2019 |
| Total no of pupils | 358 | No of pupils eligible for Year 7 | 31 | Date for next review of this strategy | Sept 2020 |

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| **Barriers for future attainment (for pupils eligible for Year 7 Catch up funding)**  **In school Barriers** | | |
| A. | All pupils have SEN and Education Health Care Plan for Profound Severe Complex Learning Difficulties and their attainment and progress is well below  average, particularly in English and Mathematics. | |
| B. | A high proportion of pupils have difficulties with communication and interaction, low self-esteem and increasing mental health issues, particularly for some  ASD pupils | |
| **External barriers** | | |
| C. | Some pupils have restricted opportunities to engage in learning and social activities at home | |
| **Desired Outcomes** | | |
| A. | Improve pupils' attainment and progress in core subjects of English and Mathematics | Although there is historical data showing that pupils eligible for year 7 Catch up make rapid progress, information from the last academic year shows that this isn’t sustained in Maths (Maths in year 8 and 10 in 18-19 perform below the rest of the subjects – percentage of pupils making expected or better progress). Key identified areas of subject enhancement and development for Tier One pupils have been identified to offer support for the deeper learning strategies and concepts as pupils move toward an EL3+ range in KS4 (Identifying what can be supported in year 7 to support development as they move through the school).  Mid-year and end of year tracking closely monitors the progress of pupils to check they are on track and will be adjusted appropriately and in a timely way to maximise interventions and support to sustain progress and the narrowing of any gaps. |
| B. | Pupils have opportunities to develop their confidence and ability to interact appropriately with their peers and the community, particularly developing the skills to cope and manage with change and transitions.  Broaden the depth of emotional first aid/mental health support for year 7 so it becomes more proactive and less reactive any issue/incident. | Year 7 will engage with a series of social and emotional development based opportunities that will focus on peer relations, friendships, conflict management/disagreements and restorative approaches. This will include external activity based targeted opportunities in Terms 1 and Term 5 or 6.  Develop and embed a cohesive structure of peer mentors, school council and class buddies/advocates. They will be encouraged to take on roles as young leaders within the school. All these opportunities promote communication and interaction skills as well as boosting their self-esteem and self- confidence.  Pupils have access to appropriate support emotional support and strategies to develop resilience ability to manage their own well-being and support others to do so where and when appropriate. Feedback from pupils and parents will be positive regarding their (or their childs’) development in the school and happiness within the school community.  Sleuth information will support a trend of more self-regulation and de-escalation - fewer higher-level behaviour incidents recorded. |
| C. | Parental involvement to include information and support to outline where, when and how they can best support up to date and current “live” learning throughout the year. This is to enhance the pupils applying their skills in other settings (literacy, numeracy and social skills outside of the Beacon). | Increased opportunities for a range of designated literacy, numeracy and safeguarding training and information sharing so parents/carers and family units can share learning experiences and apply those in a social setting. This will include a curriculum and learning pathway that accurately reflects learning objectives and communication is timely to relay the outcomes achieved for each individual. |

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| **Academic Year** | | **2019-2020** | | | | |  |
| **Planned expenditure**  **Please note some of the school’s Pupil Premium monies are used to support these developments as they are intended to support all PP pupils**  **– not just Year 7. The two areas below show how we are using the Year 7 Catch Up Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.** | | | | | | |
| **High quality teaching and support for all pupils** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well** | **Staff lead** | **When will you review implementation** |
| Improve pupils' attainment and progress in core subjects of English and Mathematic | New Year 7 pupils undergo baseline assessments in school and together with other assessment data are used to target areas of development. Pupils may have small group or 1:1 targeted intervention once or twice each week. In addition, secondary Maths team identify key learning development for year 7 to support sustained progress for Beacon more-able cohort (particularly at the end of KS3 and into KS4).  Literacy and numeracy approaches such as Letters and Sounds, Numicon Maths, Cued Articulation, Russian Scaffolding, Letters and Sounds, Colourful Semantics, Clicker 7 and Communication in Print are used regularly with pupils to help them access and improve their numeracy and literacy learning/skills. | | - Regular opportunities for pupils to practice and embed these skills are the most effective approach. This will include a structured approach to precision teaching during interventions where identified as appropriate.  - Increase of “live” marking and dialogue evidenced in books as a positive reference of progress. We are undertaking a research project on behalf of the DFE, which will include year 7 pupils to support progress and improve attainment.  - Effective two-way communication link with parents/carers is important. The Multiagency team and tutors attend EHCP, PEP & CIC meetings to discuss progress towards English and Maths targets, identifying additional ways of improving support. The link with home helps consolidate and reinforce learning in school- workshops planned for numeracy, literacy and safeguarding for parents/families. | Internal and external lesson monitoring- including the use of IRIS, books, home school books and data/information.  Book Look of year 7 pupil’s work in English and Maths in correlation with data analysis.  Regular monitoring and evaluation of the impact of interventions with the relevant school leaders.  CPD outline to ensure staff access the appropriate training to best support their pupils (as evidenced in planning and lessons).  Provision mapping (Curriculum and full range of interventions) will track provision and opportunities for year 7 pupils. With the ability to effectively communicate and share this with all key stakeholders to identify personal provision and learning (particularly for the wider community) | Head teacher, Deputy Head, AHTs Zone 2, LoL Zone 2 and class teachers | Pupils progress Assessment Term 2, Term 4 and Term 6.  Evaluation following each intervention and in line with the schools monitoring cycle |

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|  | Year 7 groups will have further immersive reading sessions/ opportunities. Further age and level appropriate reading material will be acquired to support DEAR, Reading for pleasure and guided reading.  Sensory integration and Sensory equipment will be enhanced after a successful trial phase in 18-19 to enable pupils to be ready for learning.  Small class size and high staff pupil ratio (group size averages – Tier 1 - 10 with 1 Teacher and 2 TAs, Tier 2 11 with 1 Teacher and 4 TA’s, Tier 3 one to one for learning time).  Specialist English and Maths teachers Pupils grouped according to need as well as age. | The library is developing with online material and well as real books and pupils are encouraged and enabled to read and research. This will be evident during learning walks and Governor visits (focussed monitoring).  Sensory integration have been established in zone 1 and trialled in zone 2 evidence suggests this approach would be appropriate for a wider range of year 7 pupils and will be expanded in 19-20. | Leader of learning to monitor quality of provision and track progress. This will look at self-regulation, accessibility to learning opportunities as long-term strategies and goals. |  | |  | |
| **Budget to be used to support the following**   1. **Guided Reading Scheme and reading for pleasure** 2. **Parental support (training and engagement) for holistic learning** 3. **Sensory resources** 4. **Interventions for Literacy, Numeracy and Social Skills** 5. **Maths resources for sustained progress & Numeracy strategic development – training** 6. **ICT Resources – ipads research and evidence purposes** 7. **Transitions and Residential trips** | | | **Allocation from Year 7 Catch up Premium**  **£2,090**  **£1,000**  **£ 550**  **£6,000**  **£1,750**  **£2,000**  **£2,000** | | | |  |
| **Targeted Support** | | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review**  **implementation?** | |
| Pupils have opportunities to develop their confidence and ability to interact appropriately with their peers and the community, particularly developing the skills to cope and manage with change and transitions.  Broaden the depth of emotional first aid/mental health support for year 7 so it becomes more proactive and less reactive any issue/incident. | Holistic and ongoing assessment of Year 7 pupils to evaluate and identify any bespoke and/or intensive 1:1 or small group intervention work. This includes emotional wellbeing, targeted group work during unstructured times (non-lesson) and emotional and relationships interventions.  Two identified team development and social emotional well-being sessions (one-day activity based to work upon managing transitions, teamwork, relationships and supporting each other).  Further development of emotional first aid coverage to include proactive work and targeted strategies to support the pupils regulation and self/group management. | Pupils with low self-esteem and poor basic skills respond well to individual and small group support where they can make rapid progress and gain in self- confidence.  Sleuth Data shows that the number of incidents within the classroom is falling steadily.  Effective responsive work and resources for well-being and social emotional development of point of needing intervention. Group based and individual regulation/support enhances the best possible contribution a pupil can make (within the wider Beacon community).  Feedback from pupils and parents praise the support provided by the staff in helping pupils manage their emotions more effectively and learn how to express their feelings more appropriately and be willing to talk to a greater range of people if upset or anxious. | Assessment outcomes and intervention plans shared with the AHT. Baseline data and final assessment data is used to analyse effectiveness of interventions and pupil progress. HLTA’s regularly  report to the AHT and regular analysis.  LoL to communicate the strategy and progress of their dedicated areas of responsibility on a regular basis with the wider leadership team.  Analysis of the Sleuth data to demonstrates the positive behaviour trends. | Head teacher, Deputy Head, AHTs Zone 2, LoL Zone 2, Wellbeing and Behaviour LoL and class teachers | Pupils progress Assessment Term 2, Term 4 and Term 6.  Evaluation following each intervention and in line with the schools monitoring cycle | |
| Parental involvement to include information and support to outline where, when and how they can best support up to date and current “live” learning throughout the year. This is to enhance the pupils applying their skills in other settings (literacy, numeracy and social skills outside of the Beacon). | The school enhances its strategy, procedures and mechanism for effective two-way communication with key stakeholders. This will include the information shared during formal review processes such as EHCP and informal stage throughout the year to ensure parents/carers etc are informed to bets support learning in a collaborative way outside of the classroom.  This will include communication of learning and curriculum expectations that can be easily understood and utilised by The widest Beacon community (not just school based).  Enhancing the use of different media platforms to communicate and share information- including web based and social media. | Families feel well supported by the school and are better placed to support their child at home.  Parent/Carer forums have been established to enhance this work. They have identified current key strengths within school and how we collectively can increase the influence and impact of this learning (contribution in the home and implementing contextual learning within the local community). | Feedback from pupils and parents/carers.  Parent forum feedback.  Increased effective communication across arrange of media and platforms – including social media, home school books etc.  Parent view to reflect the positive engagement and relationship with the school. | Head teacher, Deputy Head, AHTs Zone 2, LoL Zone 2, Wellbeing and Behaviour LoL and class teachers | Pupils progress Assessment Term 2, Term 4 and Term 6.  Evaluation following each intervention and in line with the schools monitoring cycle | |  |