

Activity to Address Listed Challenges in PP Plan 21/22	Autumn 2021	Spring 2022	Summer 2022
<p>Numeracy CPD led by LSS as well as co-teaching focusing on group strategies for children with learning difficulties CPD led by LSS as well as co-teaching focusing on group strategies for children with learning difficulties</p> <p>Base line assessment and follow up assessment twice yearly Oct/May.</p> <p>(Refresher) Training for teaching staff. Training for class based TAS 1:1 and small group numeracy intervention (HLTA led, supervised by Subject Leader and SENCo)</p>	<p>Children in diverse group are separated into higher and emerging ability. Teacher and TA manage a group working 1:3 with either the higher or emerging ability group each day in order to promote appropriate learning objectives.</p> <p>Baseline/progress assessments took place Oct 21</p> <p>Training delayed due to staff changeover at LSS. New appointee due in January</p> <p>1-1 intervention with identified pupils is timetabled SEN</p>	<p>Contacted LSS for an update on the appointing of their new Maths specialist...awaiting response.</p>	
<p>Literacy 1:1 literacy intervention (HLTA led, supervised by SENCo) Base line assessment and follow up assessment</p> <p>Having bi-annual reading assessments that cover a range of literacy skills enables teaching staff to see areas of need in individual pupils. Targeted packs are to be created and distributed for those pupils who have areas of difficulty that can be addressed during lesson time rather than in a directed intervention. Direct interventions will happen with specialist Literacy SEN TA for</p>	<p>Teacher and TAs manage class groups, HLTAs are utilised for literacy intervention via scaffolding or stretch and challenge.</p> <p>Baseline/ progress assessments took place Oct 2021.</p> <p>Completed all reading assessments across the whole school.</p> <p>Dyslexia screener and portfolio completed by 8 key stage 4 pupils</p> <p>All pupils are delivered tailored and differentiated learning within the classroom, with the support of the Teacher and TAs. Where required from baseline and</p>		

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those students with areas of difficulty that cannot be addressed solely by work packs.	ongoing teacher assessment, individual pupils can access specialist Literacy support from our SEN TA		
<p>Literacy</p> <p>The vocabulary of KS3 pupils will be developed, using Tier 3 (subject specific vocabulary) words and opportunities for Oracy within all subjects. Subject leaders will provide key words for their subject that will develop the vocabulary of pupils. The Tier 3 words will be embedded and meaning of words and how they work in that subject will be discussed in lesson. Literacy lead will compile all key words and issue to KS3 tutor teams for weekly spelling and definition work during identified sessions.</p>	<p>Subject specific language is used within the children's lessons in order to ensure that they are developing their vocabulary in subject specific areas. Teachers encourage the use of potentially unfamiliar language and will explain the meaning behind the words to the children. When the children begin to use the unfamiliar language, they receive positive praise to help embed it within their language.</p>		
<p>Numeracy</p> <p>1:1 and small group numeracy intervention (HLTA led, supervised by Subject Leader and SENCo)</p> <p>Extension of intervention provision will be continued with a target year 11 group of pupils who underachieved during 2020 -2021</p> <p><i>Steps:</i></p> <p>Gap analysis assessment will identify areas of weakness or missed learning</p> <p>SEN TA will work/liaise with class teacher/TA and to support reengagement and catch up with</p>	<p>Targeted 1:1 and small group numeracy intervention continuing with students timetabled regular sessions (4 identified from KS3 and 5 from KS4). Additional students referred for intervention following baseline assessment (1x KS3 student)</p> <p>“Baseline” assessment completed in Autumn 1.</p> <p>KS4 - In class focus on catch-up and gap filling (Most KS4 students reluctant to engage with 1-1 intervention but happy to address issues within form group setting).</p>	<p>New referrals to be made for targeted intervention based upon Term 1 progress data.</p>	

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focus group either in class , 1:1 or small group	KS3 – SEN TA timetabled to provide additional 1-1 and small group support during KS3 Maths lessons.		
<p>Speech and Language 36 days of SALT input into High School</p> <p>18 days SALT input in KS2 resource.</p> <p>5 sessions 1:1 or small group work with TA4</p> <p>Children and young people engage in assessment and intervention process</p> <p>Positive shift in qualitative and quantitative measures taken by SALT.</p> <p>Staff report increased confidence in identifying and supporting children and young people’s communication skills.</p> <p>School can show that SLCN training is on staff training agenda and a log of staff who attend.</p> <p>Learning walks are completed by SENCO & SLT to ensure strategies are in place within classrooms.</p>	<p>13 days input completed this term for NPA.</p> <p>5 days input completed this term for KS2 resource.</p> <p>NPA:</p> <ul style="list-style-type: none"> • Completed observations of Y7 & Y8 classes. • Weekly speech sound intervention slot for Y7 pupil. • Fortnightly speech sound intervention slot for Y7 pupil. • 6x reviews of communication skills. • 3x intervention sessions for Y9 pupil. • 3x home visits to Y11 pupil for intervention. • 4x Lego Therapy sessions with Y8 pupil and youth worker. • 2x Talking mats sessions. • Attendance at CP and CIN meetings for children receiving input. • 1x training session around behaviour & SLCN. • 2x case history discussions with parents. <p>Planning meeting with Educational Psychologist around training and intervention to offer within the classroom.</p>		

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<p>A range of holistic and therapeutic activities offered at the Juniors provision. Students' emotional resilience and readiness to learn regularly monitored. Clear rational and guidance for students accessing individualised programmes through re-introduction of IBP. Progress rate measured against rate prior to introduction of interventions Evidence in IBP of reflective practice and progression of targets to be provided.</p> <p>Students will increase the time spent in class and accessing learning, leading to greater progress in attainment.</p> <p>Learning walks will observe calm learning environments in the classrooms.</p>	<p>1 hr per week of counselling drop in sessions for KS2 pupils</p> <p>Pupils are offered initially six sessions of Therapeutic Art. Each session is approx.. 45 mins, where pupils have the opportunity to work and express themselves using various media of their choice. However, if the child or staff feel more sessions are needed, this can be requested.</p> <p>To be evaluated at end of year</p> <p>Ongoing</p>		
<p>Transition: KS2-3 KS2 Trainee Teacher will move up with yr 6 in Sep 2021, thus being able to share positive practice from KS2 and enable curriculum continuity</p> <p>All yr 7 students are baseline assessed within first 4 weeks of arrival and reassessed in June/July2022</p> <p>Yr 6 students will be offered early opportunities for shared learning</p>	<p>Children from the New Park Primary settled quickly due to having a member of their primary school available on site to support them as needed. Due to already understanding their triggers and calming techniques she was able to demonstrate these to the rest of the Year 7 teachers, thus ensuring that they were able to settle quickly into the high school.</p> <p>All children were assessed in the first 4 weeks where possible. Some children</p>		

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<p>with yr 7s to prepare them for a positive transition in 2022 Pre and post assessments implemented, taking into consideration of what targets yr 6 teachers would have set for the children if they had stayed with them</p> <p>Pupil progress</p> <p>Pupil questionnaires of shared experiences</p>	<p>were later with their assessments due to taking longer to settle into the high school and developing relationships with the SEN teachers. They were all assessed within the first term.</p> <p>Year 6 students had several transition days where they came to the high school to meet their teachers and TAs. Targets were provided from the children's previous schools which helped to decide the level that the children were working at. EHCP's also provided targets for the children to work on both academically and emotionally.</p> <p>All children in 7b made steps of progress within the autumn term in maths and English. Assessments were made using the Rising Stars targets.</p> <p>Pupil questionnaires will be completed in January.</p>		
<p>Independent Learning Skills</p> <p>Observational study of pupils' ability to work collaboratively and independently</p> <p>Introduction and embedding of collaborative learning in yr 6 and yr 7 throughout the year</p> <p>Use of Reciprocal Reading</p>	<p>To be evaluated at end of year</p> <p>Training for staff organised</p> <p>Small groups of 4 pupils per group have been identified to take part in the Reciprocal Reading to commence Spring 22</p>		

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<p>Sharing experiences with staff across school to cascade skills and knowledge in dedicated sessions</p> <p>Observational re-assessment of pupils' ability to work collaboratively and independently in June/July 2022 Pre and post assessments implemented</p> <p>Lesson observations</p> <p>Staff questionnaire</p>	<p>To be evaluated at end of year</p>		