

YEAR 7 CATCH UP FUNDING 2019-20

SEMH students often arrive with associated communication difficulties - delayed language skills, receptive and/or social communication difficulties. Additional resources will be purchased to undertake intensive Lego Therapy, supervised by the SAL Therapist.

Practical maths activities introduce more kinaesthetic styles of learning and serve to engage and motivate students more through 'hands-on' learning, especially reluctant learners, less confident learners, and those at risk of disengaging from the learning process. Further resources need to be purchased to support this intervention.

TOTAL FUNDING: £3,142

Expenditure: £3,344

Focus area	Amount allocated for the focus area	New or continued activity?	Summary of actions, including details of the year groups and pupils' involved	Timescale	How will the intervention or action improve achievement for pupils'? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve?
Phonics	IN-class HLTA Phonics Support £1,672 (£22 x 2 pw x 38 weeks)	New	Year 7 pupils with identified literacy difficulties will be provided with phonics sessions in the SEN room on a 1-1 and in small group guided reading sessions	Academic Year 2019-2020	There will be a development in pupils' ability to use and develop strategies to improve their literacy skills. Pupils will become self-confident and motivated to achieve. This will have an impact upon their intra and interpersonal skills, which are transferrable to other areas of the curriculum, and will enhance their progress in learning.	Access reading test base line will be conducted at the start and at the end of the intervention. On a session by session basis, self- evaluation the progress they feel they have made and are making cross curricular.	100% of the pupils who attended the Phonics sessions made progress as observed by staff: In literacy, communication, attention and listening skills. Appropriate vocabulary was used, problem solving and turn taking skills increased. Staff observed that all of the improved skills were transferred across curriculum which has helped them make targeted progress.

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Practical Maths Support	IN-class HLTA £1,672 (£22 x 2 pw x 38 weeks)	continued	Practical maths resources purchased and introduce for more kinaesthetic styles of learning for year 7 pupils working at a level below that expected for their chronological age. They provide multi-sensory learning experiences that help pupils understand connections between numbers, and link the practical counting process with the abstract written numeral. The sessions are led weekly by the HLTA under guidance of the specialist.	Academic year 2019-2020	Pupils' self-confidence, engagement and motivation will increase. Consequently, the quality and effectiveness of pupils' learning in numeracy will improve, and progress in attainment and achievement will both meet and exceed targets for improvement.	By teaching staff who raise cause for concerns and HLTA. Qualitative evaluation will be via staff feedback in the termly maths meeting. Quantitative evaluation will be through the evaluation of termly learning targets for maths.	Pupils have increased confidence in maths through the use of the practical apparatus. Pupils have a greater understanding of the link between addition, subtraction, division and multiplication. Progress has been made by all pupils with an attendance >80%.