



Astley Park School

Nurturing Futures

Y7 Catch-Up Premium: Annual Impact Statement 2018 -19

Y7 Catch-Up Premium 2018 -19	
School Strategic Lead:	Kath Linde: LP
Governor Strategic Lead:	Helen Meldrum
Date:	Autumn 2019

Y7 Catch-Up Premium 2018 - 2019	
Total Number of pupils	21
12 Boys & 9 Girls	£450 per pupil
Total £9,450	

Y7 Catch-Up Premium 2018 – 2019 Objectives	
1	To progress in Number by achieving the minimum of 14-point increase P7 and above and between for 4-7 point increase from P6-P7 as measured by the Numicon Assessment
2	All pupils will engage in structured continuous learning provision to embed Maths and English skills. Progression will be measured by Numicon and B-Squared data.
3	To improve pupils Social Communication skills through Lego Therapy Intervention. All pupils to make at least good progress as measured by the Lego Therapy assessment
4	To extend reading and comprehension skills as measured through B-Squared or SCERTS
5	Increase pupil readiness to learn - through Sensory regulation / ALERT Programme as measured by Astley Park Mile Markers

Summary of Impact

- 1. To progress in Number by achieving the minimum of 14-point increase P7 and above and between for 4-7 point increase from P6 and below as measured by the Numicon Assessment**

Teachers have used an embedded and consistent approach to teach early number skills through using Numicon. Half termly assessments have been undertaken using the Numicon Assessments Steps enabling effective collection of data and accurate identification of learners' starting points, gaps in their knowledge and skills and next steps of learning.

Parents attended training to enable them to gain knowledge and understanding of how Number is taught and to develop the skills to support homework activities.

What was the impact?

The outstanding teaching of early mathematical skills through Numicon principles has enabled significant progression for the majority of learners. Through using a tangible, concrete and practical approach that where appropriate is linked to real life situations has increased motivation as learners are able to see a purpose in their mathematical thinking.

Assessment Data:

Numicon Y7 Progression Data



- **100% of pupils have made progress in Numicon**
- **76% achieving above the expected progress as measured by the Numicon Assessment**
- **86% achieved expected progress or above expected progress**

Feedback gained from parents was 100% positive with all parents stating that they felt confident to support their children with Numicon activities at home.

Practical Numicon homework packs were sent home with individualised tasks well matched to the learners' stages of development. Class teachers report that this has helped the embedding of skills, enabling learners to practice their number skills in different contexts.

2. **All pupils will engage in structured continuous learning provision to embed Maths and English skills.
Progression will be measured by Numicon and B-Squared data.**

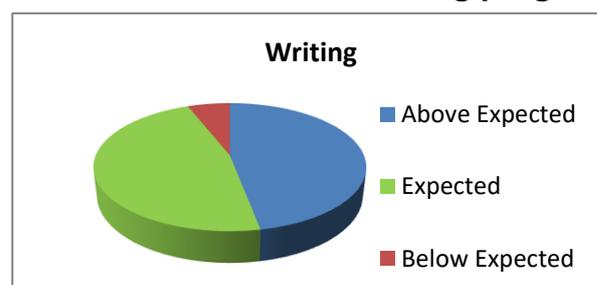
Teaching and learning across Year 7 incorporated continuous provision with play-based activities. Resources were purchased which were tailored to the needs of the individuals. Teaching through continuous provision and play based activities encouraged active learning and stimulated learners drive for exploration and discovery. This promoted engagement and positive attitudes to learning which impacted positively on the gaining of skills and retention levels as observed through learning walks and formal lesson observations.

What was the impact?

Assessment Data:

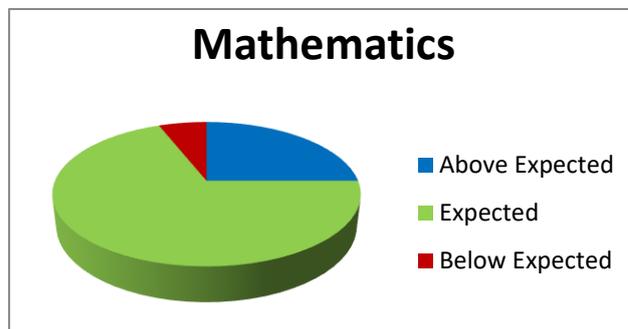
Writing;

- **94% of learners made good or outstanding progress**
- **47% of learners made outstanding progress**



Mathematics;

- 94% of learners made good or outstanding progress
- 25% of learners made outstanding progress



3. To improve pupils Social Communication skills through the Lego Therapy Intervention. All pupils to make at least good progress as measured by the Lego Therapy assessment

Targeted Lego Therapy interventions were delivered to identified learners. Staff received training on the assessment and delivery of Lego Therapy. All Learners undertook an initial and final assessment.

What was the impact?

- 100% of learners made expected or above progress.
- 27% of learners made above expected progress.

Case Studies: Gained through observation both during sessions and across the school day and through progression through the Personalised Outcome Plans

Child A takes turns independently during these sessions.

Child B initiates interactions with a range of peers using language skills regularly throughout the day.

Child C has shown greater independence and self-help skills through being an effective participator during the sessions.

Child D has become more confident when engaging in conversations with peers.

4. To extend reading and comprehension skills as measured through B-Squared or SCERTS

What was the impact?

Progression was assessed using appropriate tools based on the stages of development of the individual, including B-Squared, SCERTS

Assessment Data

Reading;

- **All learners made progression in reading as measured by B-Squared**
- **84% of learners made good or outstanding progress**
- **25% of learners made outstanding progress**

5. Increase pupil readiness to learn - through Sensory regulation / ALERT Programme as measured by Astley Park Mile Markers

External advice was sought from Specialist Occupational Therapist from Shine Therapy. Staff received specialist advice and support on how to encourage and promote learners' readiness to learn, how to embed sensory regulation activities throughout the day. The aim was to enable learners to experience longer amounts of time regulated, ready to learn and be able to focus and attend for longer periods. For some learners a focus was on accepting mutual regulation whilst for others it was empowering them to self-access a toolkit of sensory input as independently as possible.

What was the impact?

- Both classes use a range of strategies to promote readiness to learn.
- Identified individuals follow a more structured sensory diet to be able to attend for longer periods of time.
- The whole school language of the ALERT program is evident in both classes.
- All learners have opportunity to access sensory input at regular times during the day.