

Catch Up Monies strategy statement

School overview

Metric	Data
School name	Meadowside Community Special School
Pupils in school	79
Pupils in Y7	10
Proportion of disadvantaged pupils	70%
Catch Up allocation this academic year	Estimate £3,000
Academic year or years covered by statement	2019 - 2022
Publish date	25th November 2019
Review date	1st November 2022
Statement authorised by	Kate Green
Pupil premium lead	P Wareing
Governor lead	Stephen Pearson

Low attaining Y7 pupil barriers to success

<p>Pupil outcomes and progress in Literacy and Numeracy can be significantly impacted by various additional vulnerabilities to disadvantage, eg: learning difficulties, autism, emotional literacy, social communication, behaviour, change and transition, low self-esteem, sensory, physical and mental health issues, so the school needs to be strong in identifying the barriers that each Y7 young person faces. Teachers of Y7 pupils must determine students' individual strengths, weaknesses, knowledge, and skills as a starting point. Liaison with the primary school is key to this along with time to baseline assess, to identify student difficulties and to guide lesson and curriculum planning.</p>
Erratic attendance due to changing or challenging home circumstances
Persistent absence due to health issues and low family aspiration

Low attainment is defined as attainment below age-related expectations in a particular curriculum subject or skill. This strategy focuses on low attainment in numeracy and literacy post Y6/7 transition. Low attainment is often due to complex interactions of a variety of social/demographic factors.

Strategy aims for Y7 pupils - academic achievement

Aim	Evidence of impact	Target date
Pupils make at least expected progress in Numeracy in Y7	Closure of any gap between FSM and non FSM pupils. Annual Data evaluation	July 2020
Pupils make at least expected progress in Literacy in Y7	100% of all Y7 pupils make at least expected progress. Termly digital data books - on track	July 2020
A smooth transition programme is embedded	Y7 pupils settle well, in effective teaching groups. Parent and pupil voice	December 2019

Strategy aims for Y7 pupils – wider outcomes (e.g. independence)

Measure	Activity	Target Date
Improved attendance, engagement and behaviour of pupils	Less frequent & less severe recorded behavioural incidents for these pupils	Dec 2020
	Robust and consistently applied Behaviour Plans/Help Me Sheets/Communication Passports in place for these pupils	Dec 2020
	Overall attendance & engagement in lessons improved making gains towards the school target of 100%	Dec 2020
Parental consultations support the work of the school	Parents fully involved in their child's education planning for successful transitions, feeding back on smooth transitions.	March 2020
Improved literacy including oracy through a Total Communication Environment	All pupils able to access their learning opportunities and develop social communication skills that will equip them for future life	April 2020

Teaching priorities for current academic year

Aim	Evidence of impact	Target date
Subject Leaders (priority: Maths & English) will identify those Y7 pupils who need intervention promptly and will assess the effectiveness of previous QFT or interventions	Teachers planning prompt interventions for pupil under performance & these pupils catch up - Workbooks/Digital data books	April 2020
Senior Leaders will analyse for trends in pupil progress and identify where targeted interventions such as, Catch Up/ Pupil Premium monies are needed	All pupils make good progress, as teachers are planning appropriate challenge for the higher achievers and appropriately fading support for those lower achievers. Improved attendance & engagement.	July 2020
Curriculum/Subject/Assessment budgets can be focussed and the impact of this evaluated	Progress is evidenced in work books, displays, Progress Pages. Pupils meeting or exceeding high expectations	May 2020

Targeted academic support for current academic year

Measure	Activity
Priority 1	Quality assured QFT in Maths & English Y7. Numeracy & Literacy including oracy interventions for all under-achieving pupils.
Priority 2	Introduce Engagement 4 Learning where useful Y7. Consult on parent priorities, embed parental engagement with digital reward system. Start our Transition programmes in March 20. Improve links with primary schools and prospective parents
Barriers to learning that these priorities address	Insufficient AAC to support Literacy. Insufficient Pastoral support to engage learners and raise parental engagement. Lack of clarity of information on prospective pupils. Lack of understanding by pupils of what is expected of them and lack of promptness in addressing misconceptions
Projected spending	£2000

Wider strategies for current academic year

Measure	Activity
Priority 1	Embed a school wide attendance strategy, embed a Total Communication Environment, focus staff Continuing Professional Development on improving behaviour, pupil progress, questioning and leadership, AAC, target Y7 individuals using Engagement 4 Learning
Priority 2	Quality Assure the Transition process Y6/7
Barriers to learning these priorities address	Low aspiration, individuals not taking responsibility for their behaviour, lack of opportunity of real life problem solving drawing on prior retained knowledge to make Literacy and Numeracy relevant
Projected spending	£1000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensure sufficient time is given to CPD.	Professional Development Days and staff workshops are focussed on priorities
Targeted support	Develop Subject Leaders' leadership skills	Additional cover to be bought in to release Subject Leaders to network, develop subject knowledge, coach others
Wider strategies	Whole school focus on all adults' use of questioning, language, Augmentative and Alternative Communication and processing time that supports learning across all learning environments	Pupils fully engaged in real life problem solving eg: dilemmas, conflicts in stories, planning a journey, which stimulates deeper thinking as their curiosity challenges them.

Review: last year's aims and outcomes

Aim	Outcome
<p>Provide 1:1 interventions on SaLT programmes and reading to Y7 by deeper level trained TAs. Offer a professional performance to scaffold Literacy.</p> <p>Provide 1:1 support on Numeracy by student teachers</p> <p>To offer social communication strategies through small group work</p>	<p>Improvements in attendance, confidence and behaviour</p>
<p>Visual de-clutter of the learning environment so it is learning ready.</p>	<p>Internal learning environment re-decorated and de-cluttered. Increased consistency and predictability across the learning environment promoting pupils' learning</p>
<p>Raise attendance</p>	<p>National average attendance for pupils in special schools is 90.3%. Our target for 2018/19 was: attendance 90+%. (National average for complex needs attendance is 85.8% - DfE SFR Sept 2018), - we are slightly higher: 87.51% (18-19). Y7 attendance was overall 90% as 74% was 91+%. 5 Yr7 pupils have case studies illustrating their absence and our efforts to support the families. We will use the attendance intelligence to personalise attendance strategies.</p>