



# Astley Park School

*Nurturing Futures*

## Y7 Catch-Up Premium: Annual Impact Statement 2017 -18

Y7 Catch-Up Premium 2017 -18	
School Strategic Lead:	Kath Linde: LP
Governor Strategic Lead:	Helen Meldrum
Date:	Autumn 2018

Y7 Catch-Up Premium 2017 - 2018	
Total Number of pupils	18
13 Boys & 5 Girls	£450 per pupil
<b>Total £8,100</b>	

Y7 Catch-Up Premium 2017 – 2018 Objectives	
1	Improve pupils' number skills – through the use of Numicon
2	To improve pupils' social communication skills through Lego therapy intervention.
3	Increase pupil readiness to learn - through Sensory regulation (ALERT Programme)

## Summary of Impact

### 1. Improve pupils' number skills – through the use of Numicon.

A consistent approach to the teaching of Number through Numicon is embedded across Y7. Half termly assessments have been undertaken using the Numicon Assessments Steps enabling effective collection of data and accurate identification of learners' starting points. This has aided teachers in identifying SMART individualised targets.

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

The Sandwell Screening Tool has been used as a diagnostic tool to provide a standard age score and an accurate baseline to plot Learners on B-Squared and to identify areas of strength and areas in need of development across the five strands of basic numeracy skills: identification, oral counting, value, object counting and language.

### What was the impact?

The embedding of Numicon has enabled a consistent delivery of high standard teaching in the area of number, based upon a scheme that is proven to raise achievement in mathematics and sustain it over time. Teachers report that pupil motivation has increased due to the concrete, tangible, practical approach to teaching and learning.

### Assessment Data:

#### Numicon Y7 Progression Data



■ Above Expected Progress

■ Below Expected Progress

■ Expected Progress

- **100% of pupils have made progress in Numicon**
- **94% achieved expected progress or above expected progress**
- **32% achieving above the expected progress as measured by the Numicon Assessment**

NB:-With one pupil not achieving expected progress due to a reduced timetable and accessing a bespoke alternative curriculum.

Feedback gained from parents was 100% positive with 100% of parents reporting that they 'agree' or 'strongly agree' that they feel confident in supporting their child with their Numicon homework. One parent reported that 'the whole process of Numicon was an eye opener and made complete sense. Had a real light bulb moment'.

Practical Numicon homework packs were sent home on a weekly basis to reinforce learning. Class teachers report that this has helped the embedding of skills enabling new learning to be undertaken much quicker than before.

Y7 teachers report that through using the Sandwell Screening Assessment they were able to accurately baseline pupils through B-Squared. The assessment also gave them an in-depth insight into areas in need of development, resulting in bespoke teaching and learning tailored further to individual need.

## **2. To improve pupils' social communication skills through Lego therapy intervention.**

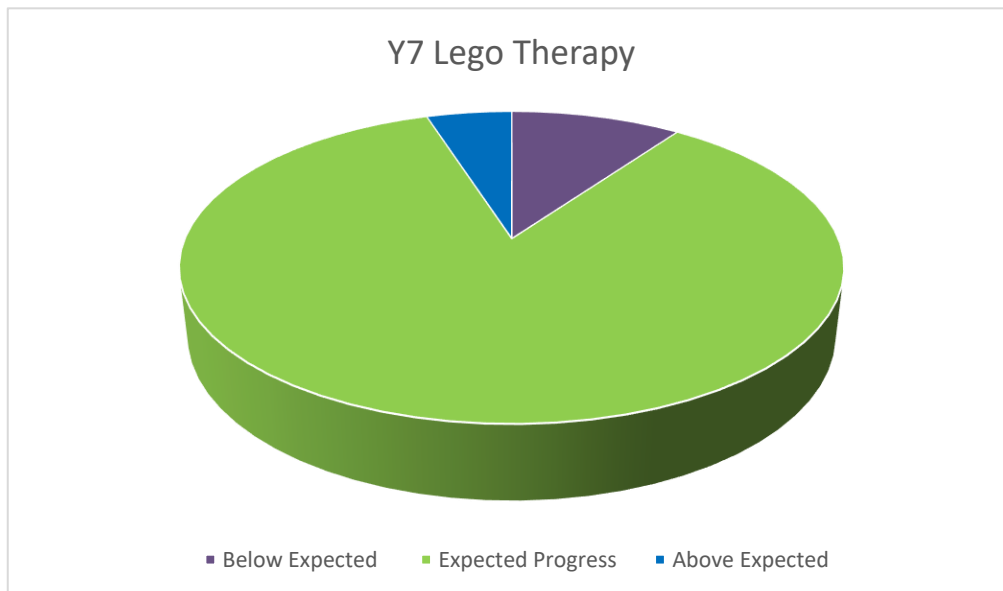
All pupils in this cohort have Speech and Language difficulties and Social Interaction difficulties. Staff received training on the assessment and delivery of Lego Therapy. Lego resources were purchased. All pupils undertook an initial and final assessment. Targets were identified for individuals and included in their Personalised Outcome Plans (POPS). Pupils engaged in weekly sessions.

## What was the impact?

Staff reported increased confidence in both the assessing and delivering Lego Therapy. Staff reported that pupils were highly motivated by the sessions and often choose to undertake sessions in choose time.

### Assessment Data:

- **100% of pupils have progressed as shown through the Lego Therapy assessment.**
- **91% of pupils made expected or 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 now initiates interactions with 3 of his peers, using language skills, regularly throughout the day.

Child B uses descriptive language when commenting on highly motivating objects and places.

Child C takes turns without adult support during these sessions

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

Child E the rate and length of his interactions have increased from

two word utterances, to independently forming short sentences regularly throughout the day.

### **3. Increase pupil readiness to learn - through Sensory regulation (ALERT Programme).**

External advice was sought from Specialist Occupational Therapist through Shine Therapy. Staff received specialist advice and support on how to encourage and promote pupils' readiness to learn, how to embed sensory regulation activities throughout the day and within lessons, in particular English and Maths lessons. The aim was to enable pupils to experience longer amounts of time regulated, ready to learn and be able to focus and attend for longer. External Advice was sought from the Specialist Occupational Therapist. Staff have had training around the ALERT Programme and several different sessions were undertaken where different regulation activities were demonstrated. Identified pupils accessed a more individualised sensory diet which was modelled by the Specialist Occupational Therapist.

#### **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.
- Pupils can now identify how their engine is running and choose an activity to help them to achieve regulation.
- The impact of this on progression within reading was all pupils achieved expected progress with 43% of pupils exceeding this progress.
- The impact of this on progression within reading was all pupils achieved expected progress with 53% of pupils exceeding this progress.
- The impact of this on progression within Maths was all pupils achieved expected progress with 32% of pupils exceeding this progress.