

Catch Up Premium – Castle Hill School



1. Summary information					
School	Castle Hill School				
Academic Year	2016-17	Total Catch Up budget	£2000	Date of most recent PP Review	Spring 2016
Total number of pupils	120	Number of pupils eligible for Catch Up	4	Date for next internal review of this strategy	June 2017

2. Current attainment	
	Pupils eligible for Catch Up (Castle Hill))
	33%
% achieving UQ targets in communication	<i>Due to the specific needs of our pupils we are aware that using P level data to measure and compare progress of our Pupil Premium interventions is not reliable. Therefore as a school we have chosen to use MAPP to record individual progress and impact</i>
	33%
% achieving UQ targets in maths	<i>Due to the specific needs of our pupils we are aware that using P level data to measure and compare progress of our Pupil Premium interventions is not reliable. Therefore as a school we have chosen to use MAPP to record individual progress and impact</i>
MAPP progress(Mapping and Assessing Pupil Progress) (MAPP has only been used as a tool for Pupil Assessment since Autumn 2016 – full data is not yet available)	

3. Barriers to future attainment (for pupils eligible for Catch Up premium)		
		Strategies used to overcome specific barriers
A.	Specific communication needs of individual pupils	Music therapy, 1:1 support in communication groups
B.	Specific engagement levels of individual pupils	Intensive Interaction, music therapy, engagement profiling

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	For pupils to increase their interactions and initiation of communication through the use of intensive interaction and music therapy	75 %increase in MAPP scores <i>(this level has been set in line with previous IEP score increases however, it should be noted that this year we do not have any comparative data for secure predictions)</i>
B.	For pupils to develop their ability to communicate using appropriate communication methods	75% increase in MAPP scores <i>(this level has been set in line with previous IEP score increases however, it should be noted that this year we do not have any comparative data for secure predictions)</i>

5. Planned expenditure					
Academic year	2016-17				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Targeted Support					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To increase engagement through the use of music to maximise learning opportunities.	Music therapy	Previous cohorts have accessed music therapy and have benefitted from this intervention. The pupils this year are predominately PMLD and	MAPP recording will be used to monitor and evaluate progress.	RI/AL	Half termly meetings to discuss progress – progress will be

		therefore will benefit from this approach.			recorded using MAPP
To increase communication opportunities and to generalise communication approaches.	Communication support with the eyegaze, accessing	The eyegaze communication system requires intensive 1:1 sessions in order to assess progress prior to generalising the use of the communication aid, by providing specific input over the year we will be extending the opportunities for this to happen.	MAPP recording will be used to monitor and evaluate progress.	JA/JG /AL	Half termly meetings to discuss progress – progress will be recorded using MAPP
Total budgeted cost					£2000

6. Review of expenditure				
Previous Academic Year		2015-16		
i. Targeted Support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
To increase pupil engagement	Music Therapy	Music therapy has had a positive impact on engagement. Using engagement profiling we are then able to look for the indicators of high engagement and transfer these to classroom situations.	Music therapy input has contributed to increased engagement of the pupils, this has then had an positive impact on their learning,	£1632
To enhance specific communication needs	Additional communication support.	Pupils who received additional access to communication sessions have achieved their target set in communication.	Supporting individual pupils with their specific communication needs has had a direct impact on their progress. Further impact has come through the generalisation of communication skills across the curriculum.	£1368
				£3000

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.