Year 7 Catch Up Premium Report 2019-2020

Focus: *'The Year 7 catch-up premium allocations for 2019 to 2020 are based on £500 for each pupil as follows a year 7 pupil (or year group X and aged 11) recorded on the October 2019 school census and recorded in the 2019 key stage 2 assessment data as not having achieved level 4, 5 or 6 in reading or mathematics.'* www.gov.uk

Our rationale for deployment of the grant is:

- To support the attainment of pupils and enable them to make the transition into the Secondary phase of the school.
- All of our eligible pupils are working significantly below level 4 at the end of key stage 2 as a result of their SEN.
- In evaluation of the grant we have considered expected progress, and the strategies which are required to be in place to support the transition process.

In 2019-2020 we received £4,154 which was spent on:

Training staff to be able to undertake the Licensed Practitioner for Open Story Tellers Storysharing qualification.

The following is taken from the independent evaluation taken from end of year report by Open Story Tellers.

Link person David Martell noted that *'...having chaired a number of meetings with Post-16 students recently it becomes more apparent that we need to find enhanced ways to increase their abilities to express themselves. Our group of students with more profound needs have been focusing on communicating around school and so Storysharing will certainly enhance this work.'*

Aims:

Using personal stories and Storysharing techniques to
   a. Build empathetic skills,
   b. Enhance personal and social awareness,
   c. Train 4 members of staff as Licensed Practitioners to be able to use personal stories and Storysharing techniques.

Reflections:

- There was increased participation and awareness from some of the pupils, and stories were developed over time.
- Staff worked with the pupils' strengths and participation levels to develop stories that had meaning for the pupils. Props, switches and multi-sensory objects were used to enhance their stories.
- The teaching group were open to experimenting with Storysharing and to practice different techniques.
- A good example was student A's story about losing his 'jingly jangly' toy. He showed obvious understanding and engagement in the telling and re-telling of this story, demonstrating anticipation and response in the group. The use of props allowed the whole group to take part in his story.
- Lots of stories brought in from home and also recollected by pupils.
- Stories were developed over the weeks, allowing pupils to add details, increase their ownership and percentage of story they told themselves.
- Even in this short period we saw lots of positive development from the pupils, such as:
    - Student B choosing to share a story on his own and asking other people to listen and participate;
    - Student C specifically searching out a piece of paper from his drawer that said student G on it so that he could repeat his story about student G and going on the school bus;
    - Student D was supported to reduce the amount he shared and to focus on one story at a time;
    - Without her iPad, Student E made good use of her signing and non-verbal communication to share her story;
    - Student F was an active member of the group – during her first Storysharing session she was supported to share her story of being in a new school and new place. Towards the end of the 4 weeks, she was able to share an important story about the festival of Eid and to share with her peers what this means to her. They were able to see her pictures, listen to the story and further understand her experiences.

Summary:

Storysharing should be developed as a resource to develop class cohesion and personal expression. Through increased levels of engagement, pupils can move towards personal awareness, and possibly, social responses. We would advocate for a sustained use of personal narrative to build pupil voice and a sense of community.

Stories could be taken to other classes, assemblies and annual review meetings.

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Training:

- Films of Storysharing with a range of pupils are submitted and analysed with a chance for staff to reflect on their learning.
- We delivered 2 training twilight sessions for teaching staff.
- Four members of staff finally achieved Licensed Practitioner level in Storysharing.

The outcome of this was:

Average progress made by year 7 pupils (6 students) in 2016-17

4 students working on p levels- % of a level	
Reading	58% (Good)
Citizenship	57% (Good)

2 students working on MAPP targets- % of targets met	
Emerging	66%
Secure	66%
Exceeding	66%

It is considered that the use of the Year 7 catch up grant is effective as demonstrated by the qualitative independent evaluation carried out by Open Story Tellers, and the end of year data.