

## Ivy House School

### Year 7 Catch-up Premium funding for 2015-16 and 2016-17

The Government has made a commitment to provide additional funding to schools for each Year 7 pupil who has not achieved National Curriculum Level 4 in Reading and/or Maths at Key Stage 2.

Schools will receive an additional premium of £500 for each Year 7 pupil who has not achieved at least Level 4 in Reading and/or Maths.

The money is to be used by schools to deliver additional tuition or intensive support in small groups, giving pupils valuable support to bring them up to speed so that they are more likely to succeed at secondary school.

#### How the school plans to spend the current academic year's allocation:

Ivy House currently has 5 pupils in Year 7 who are eligible to receive the Year 7 catch-up premium:

Additional individualised resources and staff support to develop individual communication and cognition skills; physical and PSE targets will also be addressed where there is further support towards cognition and communication progress.

Funds received for 2016-2017 are £3,500

This year we plan to support the following for our Year 7 children in addition to their usual access to school curriculum and learning opportunities provided: This will be identified on an individual basis to include: Music, Music Therapy, Transition and Resources to access learning.

#### How the school spent the previous academic year's allocation:2015-2016

Ivy House had 5 pupils in Year 7 who were eligible to receive the Year 7 catch-up premium:

- 2 of these pupils accessed sensory music sessions to support development of expressive, receptive and social communication.. Rhythm, pattern and beat are per-requisite skills for cognition
- 1 accessed music therapy to support development of expressive, receptive and social communication.. Rhythm, pattern and beat are per-requisite skills for cognition .
- 2 accessed additional physical intervention sessions to support their individual skill development. To support core stability and upper body strength and early co-ordination, which are per-requisites to writing. Body rhythm and patterns of movement are per-requisites to maths.

### How the school assessed the impact on attainment:

The school uses the B squared 'Connecting Steps' and Quest assessment packages as a precise means of assessing, recording and reporting the progress and each small step of attainment made by our pupils. This in turn enables teachers to create sharp learning targets for each individual pupil and so speed up the pace of their learning. Teacher judgements are recorded at least once a term using the B Squared 'Connecting Steps' assessment package.

The B Squared assessment system makes a best-fit judgement as to the level a student is making in a given subject or aspect according to them meeting 80% of up to 60 criteria.

Over the last three years, much work has been done to ensure that all teachers' judgements on pupil attainment and progress are accurate and consistent through joint practice development with other schools across the county and nationally. Teacher judgements using the B Squared assessment package are analysed using the 'Comparison and Analysis of Special Pupil Attainment' (CASPA) assessment tool. CASPA allows us to bench-mark the attainment and progress of our pupils over time against the attainment and progress of students of the same age, level of prior attainment and categories of Special Educational Need, using comparative data based on the analysis of results submitted by users of CASPA nationally.

### What impact the expenditure had on the educational attainment of those pupils at the school for whom the year 7 catch-up premium funding was allocated in 2015/16

- In 2015/16, all pupils made their expected progress for Language and Literacy, with one exceeding progress.
- All pupils made their expected progress for Maths, with one exceeding their expected progress.
- All pupils made their expected progress in Science, with one exceeding their expected progress.
- All pupils made their expected progress for physical.
- All pupils made their expected progress in PSHE with one having exceeded progress.

The average P level progress for Language and Literacy across the cohort was 10%

The average P level progress for Maths across the cohort was 23.5%

This represents 'at least good personal progress based on pupils' starting points and capabilities.