

<b>Catch Up (Y7) Grant 2019-2020</b>	
Number of students on roll (Sept 2019)	262
Number of students in Year 7 (Sept 2019)	27
Amount of CATCH UP GRANT received per student	£529.41
<b>Total amount of Catch Up Grant received</b>	<b>£14,300</b>
Funding of Literacy specialist (contribution)	£7,150
Funding of Numeracy Specialist (contribution)	£7,150
<b>Total Spent</b>	<b>£14,300</b>

### **Year 7 Catch Up Premium Context**

In addition to the Pupil Premium funding, Manor Green School also received £14,300 in 2019-2020 to support the literacy and numeracy of students who did not achieve the expected standard in reading or maths at the end of Key Stage Two.

In 2019-2020, there were 28 Year 7 students at Manor Green School with reading and / or maths attainment below national expected standards. Specific details of how these students were supported and the outcomes are detailed in this document. The school received a Catch Up Premium grant of £14,300 for the year which equates to £529.41 per student.

The objective of this is to close the gap between these students and their year 7 peers. Due to the special needs of our students, all year 7 students receive this money. While there is no gap between them and their peers in Manor Green, we use this money to improve the Literacy and Numeracy provision for them.

### **Summary of spending and impact**

The money was split and part funded two posts that provide specialist intervention for individuals and small groups of students. They advise and provide teachers with targeted resources and strategies in relation to a specific student or group of students. During Covid the literacy and numeracy specialists provided home learning resources to all students and ensured the year 7 students had the relevant resources and support at home to develop their skills.

For English, in addition to supported classroom activities and quality teaching, Reading Catch Up students were also supported by our Reading and Phonics programme –

which aims to accelerate reading age. The impact of this was that the 90% of our year 7 students suitable and within this programme made good or outstanding progress.

For Maths, we provided our catch up students with additional support on top of the quality teaching and activities in class with the Maths intervention specialist. The impact was that 100% of year 7 students within the academic cohort made good or outstanding progress.

#### **Plan for academic year 2020-2021**

	<b>By whom</b>
Continue employment of Literacy Specialists to provide additional support for Year 7 students (contribution)	HH
Continue employment of Maths specialist who will investment in Numeracy resources, specialist intervention and CPD for teaching staff. (contribution)	HH

#### **Key Actions 2020-21**

**Catch Up premium alters in 2020-21 and this will be used to enhance the wellbeing therapeutic offer of the school for its students and the development of a social communication project**

#### **Social Communication Project**

##### **Rationale:**

Social communication disorder is characterized primarily by impairment in what is called pragmatics—the area of linguistics that has to do with how meaning is created and interpreted in verbal and nonverbal interactions.

Our students primarily have difficulty using language in social situations, such as greetings, sharing information, changing speech to suit different social contexts, understanding things that are implied but not explicitly stated, and functioning in conversation and storytelling.

Children with autism spectrum disorder may have pragmatic communication problems, but they also have a host of other symptoms directly related to deficits in social interactions and behaviour. There is a primary deficit in the social use of nonverbal and verbal communication.

Children with social communication and interaction difficulties have problems understanding what other people mean. Communication is not just the words we use; but how we use our body language, facial expression and tone of voice to communicate with someone else.

Children with these difficulties may find it hard to understand the messages we give to each other without speaking, such as the meaning we put into our voice, the expressions on our faces, and gestures such as waving, pointing or shrugging. Eye contact is another important part of non-speaking communication, and most of us do

this without thinking about it. Children with social communication difficulties may not know instinctively how and when to give eye contact.

Children with social communication and interaction difficulties can also have trouble in understanding what other people are thinking or feeling; finding it difficult to see things from someone else's point of view. They may do things which seem out of place; such as talking in a very loud voice to the person who is standing next to them, talking continually about things that interest them to someone they have never met before, and taking turns can be challenging. This can often make it hard to make or keep friends and join in games.

### **Autistic Spectrum Conditions (ASC)**

Children with Autistic Spectrum Conditions have difficulties in three main areas:

1. Communication and language:
  - difficulties with social use of language
  - cannot start or keep conversations going
  - inappropriate facial expressions and body language
  - literal interpretation of speech
  - not understanding jokes and sarcasm
  - limited or unusual pretend play
  - unusual or repetitive language
  - speech difficulties.
2. Social and emotional understanding:
  - lack of awareness of others' feelings
  - lack of empathy
  - absent or unusual eye-contact, gestures and expressions
  - difficulties with friendships
  - difficulty working with others
  - does not spontaneously share interest and enjoyment with others
  - if distressed does not seek comfort.
3. Flexibility of thought and behaviour:
  - dislikes change
  - difficulty with problem solving
  - likes rigid routines
  - obsession with particular objects or subjects
  - restricted range of interests
  - unusual or repetitive gestures or actions.

Recommended strategies through extensive research:

There are many useful strategies to use with children who have social communication difficulties e.g. social stories, visual symbols. Children with social communication difficulties can often learn the rules of appropriate behaviour for social situations. Understanding the nature of the difficulties is important for families and school staff, so they can understand why a child behaves in a certain way and which strategies are likely to be helpful.

Our Aim:

To increase the effectiveness of speech and language therapy for Manor Green/ Forest Bridge students who have pragmatic and social communication problems with or without autism spectrum disorder.

Our Social Communication Intervention Programme would be based around:

- Social Stories
- Social Thinking
- Social Use of Language Programme
- Socially Speaking
- Lego therapy

This would stem from direct intervention for students signed off by NHS caseload to Universal services to therefore complement rather than conflict with our NHS therapy.

- Therapy sessions per week (up to a maximum of 20 sessions)
- Delivered in school by specialist therapist
- One-to-one sessions, provision of whole class and home based activities
- Teacher/HLTA/SSA attendance and input solicited throughout
- Staff and parent training provided

### **Proposal and costings:**

To recruit the equivalent of a Band 6 speech and Language Therapist on a Full time basis for an initial 2-year contract. £38,000-£40,000 (pro rata term time)

This would be funded by the catch up premium offered to schools this academic year and split between a ratio of: 3 days Manor Green School/2 days Forest Bridge School

The amount we are expecting for the Covid19 catch-up funding for this financial year is £36,820.

We expect to spend additional £24,895 in Therapy budget.

### **Intended Impact:**

To improve EHCP outcomes and progress for students in communication and Interaction

Improved communication skills we predict will also have a measurable impact on Social and emotional progress

To promote independence and preparation for adulthood

To complement and build upon an overstretched NHS therapy provision

### **We also will continue to:**

#### **Ensure quality teaching**

Key actions will be:

- Ensure structured opportunities for acting on feedback: reflection and improvement time

- Further develop stretch and challenge for all students
- Provide additional personalised training/coaching for teachers who need to improve aspects of Literacy and Numeracy

### **Tracking and monitoring progress**

Key actions will be:

- Strengthened accountabilities through a clear cycle of observation, moderation and feedback that reports to SLT and Governors on progress
- Improved data collection through the development of Earwig leading to closer monitoring of progress and the ability to intervene and link directly to the Annual Review process and monitoring of EHCP outcomes.
- Clear and concise reporting which enables key stakeholders (teachers, middle leaders, SLT, governors) to know the current position, and act quickly on improved intervention strategies.

### **Building Learning Capacity**

Key actions will be:

- Setting high expectations, and providing high levels of support for students
- Providing high quality, structured support for all learners
- Developing work on characteristics of effective learning and building resilience

### **Curriculum**

Key actions will be:

- Continued personalisation of the curriculum for students in order to maximise progress
- Development of the on-line learning offer through COVID

<b>Monitoring Strategies</b>	<b>Evidence</b>
Class teachers and middle leaders to conduct termly review of progress of in English and Maths and report on progress to DHT	Students' progress data
Literacy Specialist to assess and monitor progress of students' spelling and Reading ages	Assessment tracking data
Maths Specialist to assess and monitor progress of students' maths ability	Assessment tracking data
Long termly review of ACE Plans	Teacher's reports
Quality Assurance learning walks by Middle Leaders and SLT	Teaching over time records
Annual Reviews by the Local Authorities	

<p>Headteacher's annual review of overall school effectiveness.</p>	<p>Review of statements and minutes of meetings</p> <p>Headteacher's annual report to parents and governors.</p>
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