

## Year 7 Catch-Up Premium Report 2020-21

The literacy and numeracy Year 7 Catch-up funding provides support to Year 7 pupils who did not achieve the expected standard in reading or maths at the end of Key Stage 2.

MHA is an all through special academy serving children with communication and interaction difficulties (autism) as their main presenting need, although they will have needs in all 4 areas of SEND. It is these disabilities which are the primary barrier to progress and achievement that we must support our pupils to overcome.

All pupils have an EHCP and class sizes are small (averaging 8 pupils) that are grouped according to their stage not age to follow a curriculum and assessment appropriate to their individual needs. Pupils can be described as pre-formal, semi-formal and formal learners according to their developmental stage. As such our approach is designed to ensure that we are able to provide an education of the quality necessary to overcome such barriers to learning, achievement and attainment.

Year 7 is our largest year group with some pupils joining the academy at the beginning of KS3, transferring from primary settings for their secondary phase of education. We currently have 17 pupils in Year 7 (14% of the academy). Our current Year 7 pupils have a very broad range of needs which include:

- Communication and interaction difficulties (main presenting need)
- Sensory and physical needs
- Social, emotional and mental health needs
- Cognition and learning needs

A further challenge faced by our pupils is accessing the opportunities to be able to apply what they have successfully achieved within school, in less familiar contexts beyond the classroom, academy and with different people. As such enabling our pupils to access opportunities across different environments in the academy and beyond is a key way of supporting them to overcome barriers to future success and in preparation for adulthood.

There is a clear teaching sequence of interventions in Year 7 provided for pre-formal through to formal learners addressing the 4 areas of need within their EHCP. This means all pupils are supported to overcome barriers associated with autism and their characteristics of learning for:

- Social Communication Difficulties (receptive & expressive language)
- Restricted or Repetitive Behaviours and Interests
- Sensory Processing
- Gross and fine motor skill difficulties
- Learning Styles:
  - Difficulty with implicit teaching
  - Attention
  - Auditory processing
  - Executive functioning
  - Theory of mind

At Medeshamstede Academy, the Year 7 Catch-Up Premium is used to support engagement and achievement of all pupils in reading English and maths, following our inclusive ethos and autism strategy. The principles underlying our use of this grant are that we want to:

1. Prioritise the deployment of highly trained and well supported staff able to focus on the individual needs of our pupils, based on high quality assessment evidence.
2. Have staff working with our children who are highly skilled in teaching reading, English and maths to children with autism. There is a reading champion who delivers the intervention of Smart English.
3. Provide the best teaching resources that we can, in line with our inclusive ethos and culture of autism.

Allocation 2020-21	Staff Training	Resources
£ 7 273	£ 3 000	£ 4 270
	Contribution towards the academy's overall training budget; the co-ordination and delivery of our CPD by the Medeshamstede Learning Centre Leader, academy Educational Psychologist, Principal/SENCO and therapists ensures consistent high quality first teaching to meet the AET and NAS standards of best practice.	Maintain the reading, English and maths budgets in order to ensure access to developmentally appropriate resources and maintain high quality assessment. There is a particular focus on the whole academy autism strategy including TEACCH and resources to support communication, language and social thinking.

We are an all-through academy, taking children from 4 years old through to 16, and our data, and our analysis of that data, gives us confidence that our Year 7 children do not experience a dip in their steady progress when they change from Year 6 to Year 7, as a specific result of the transition from Primary phase to Secondary.

We recognise that although our children don't experience the classic Primary into Secondary dip, we routinely have children joining us from other schools at ages spread right through the academy. We know that when children join the school, in any year group, there is a period of adjustment for them as they get to know new staff and learn to understand the boundaries and expectations in our setting. For this reason the majority of children join our transition base which provides a transition plan that meets their needs and develops engagement to overcome the challenge of change that can cause high levels of anxiety associated with autism. Some children who join us in year 7 have been educated at home and need time to adjust to school life again. There is also a period of time required by us to perform baseline assessments in order to determine their specific learning requirements and build their pupil profile plan around them. Their pupil profile contains person centred targets towards the longer term outcomes of their EHCP.

For this reason we use the Year 7 Catch-Up Premium strategically to focus on staff training and resources, knowing that people and equipment need to be in place to minimise the impact of transition for our pupils, as they adjust to the new setting either because they are new to the school or because they have moved from the Primary to the Secondary part of the school. This helps to ensure that we maximise the impact of learning time on securing the best possible outcomes for each child, including those moving from Year 6 to Year 7. We have a

very well established programme of training for teaching and support staff. This includes incorporating the standards and progression framework of the Autism Education Trust and NAS to become leaders of best practice. We are also trainers for the AET across the city of Peterborough. Further to this we support pupils in Year 7 through Forest School to:

- take appropriate risk and challenge and apply this to other areas of their learning;
- initiate and drive their own learning and development;
- develop positive relationships with themselves and other people;
- learner-centred approach that supports emotional and sensory regulation leading to deeper learning and engagement
- exploration, creativity and problem solving

Our Phase Leaders and reading champions are allocated a modest budget to update or purchase new resources for their areas. The Year 7 Catch-Up Premium has helped us to sustain this funding. This year we have partnered with Skills Builder and over the coming year we will be focussing on the further development of the use of eight essential Skills Builders for:

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|-------------------|--------------------|
| ▪ Listening       | ▪ Staying Positive |
| ▪ Speaking        | ▪ Aiming High      |
| ▪ Problem Solving | ▪ Leadership       |
| ▪ Creativity      | ▪ Teamwork         |

There are six principles for building these skills into school life (keep it simple, start young, keep going, measure it, focus tightly, keep practising, bring it to life. The development of these skills will support broader learning and careers plans and provide a shared language and appropriate expectations around essential skills.

Our reading champions deliver targeted wave 2 intervention support for some Y7 pupils for phonics, Switch On reading and Writing and Smart English.

The NEPS Good Practice Guide was developed by educational psychologists. In line with their recommendations for good reading instruction our staff Year 7 Catch-Up Premium is used for staff training to ensure we:

- Place emphasis on oral language, including vocabulary development
- Phonemic awareness and the teaching of phonics, decoding and word studies
- Learning of a sight vocabulary
- The explicit teaching of comprehension strategies
- Meaningful writing experiences
- The development of fluent reading with opportunities for both guided and independent reading, including informal reading activities
- Reading at the 'Just-Right' level through the use of the book band system
- Access to a wide-range of reading materials including Cornerstone Curriculum reading lists for a range of genres.

Our autism strategy 'Think Social' supports reading skills through developing connections between understanding and participating in the social world and being successful in reading comprehension and the skills of inference, which is a barrier to learning for pupils with autism.

**This report will be updated September 2021**

Written by: Laura Ives (Principal)