Year 7 Catch Up Premium Report 2016-17

Focus:

The Year 7 catch-up premium allocations for 2016 to 2017 are based on £500 for each pupil as follows:

A year 7 pupil (or year group X and aged 11) recorded on the October 2016 school census and recorded in the 2016 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 2016-2017 we received £3,000 which was spent on training staff to be able to undertake the Licensed Practitioner for Open Story Tellers Storysharing qualification.

Following this training, link person David Martell noted that '...*having chaired a number of meetings with Post-16 students recently, it has become 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 Storysharing will certainly enhance this work.*'

Aims:

Four members of staff are now trained as Licensed Practitioners to be able to use personal stories and Storysharing techniques to:
   a. Build empathetic skills,
   b. Increase personal and social awareness.

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 with her peers an important story about the festival of Eid and what this means to her. The other pupils were able to see her pictures, listen to the story and 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.

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

Outcome:

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

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

2 students working on MAPP target s- % 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.

In 2017-18 there are 8 x year 7 pupils who are eligible for the grant.

Our plan for the deployment of the grant:

- Enable staff who have been trained in Storysharing to take small groups of pupils to work on their Storysharing skills. This will be disseminated through annual reviews and in class assemblies.
- Increase confidence with communication skills when presenting to an audience.
- Due to the success of this approach, it is considered that this is a beneficial model for all students as they move up through the school so the aim is to increase the number of staff who are able to facilitate this work.