

## BHA – Year 7 Catch Up Premium Plan 18-19

**Budget £13,600 is the budget based on last years allocation and the number of eligible pupils in 2018 – 19**

Target	Objective	Methodology	Resources	Budget Allocation
1	To improve Reading and Communication skills across the school, in line with the National Curriculum Reading and Communication Standards	<p>Expert diagnostic literacy assessment which will support targeted interventions and further develop Literacy across the curriculum. Diagnostic assessment to focus on new pupils transitioning into the school.</p> <p>Summer school – reading early baselining.</p> <p>A residential to develop communication and reading skills in context.</p> <p>Develop communication programmes for use in the immersive theatres for use with CAN and CLDD pupils. Work with OMI to develop skills in the use of the technology.</p>	<p>Specialist in literacy and SpLD diagnostic testing Resources to deliver strategies.</p> <p>Staffing and resources</p> <p>Staffing and resources</p> <p>Staff time for development and associated resources. OMI specific training.</p>	<p>3000</p> <p>2300</p> <p>1500</p> <p>900</p>
2	To improve levels of progress and achievement for students with pre, early and developing writing skills.	<p>Developing gross and fine motor skills, letter recognition and formation, writing tools grip, handwriting through a motor skills development programme.</p> <p>Summer school to give early support and initial baseline profile for motor and writing skills.</p> <p>Creativity in writing through contextual curriculum focus including drama. (JK)</p>	<p>Motor skills resources</p> <p>Staffing and resources</p> <p>Drama resources</p>	<p>300</p> <p>2500</p> <p>200</p>
3	To improve outcomes in Geometry and problem solving skills using number	<p>Expert CPD to develop curriculum strategies and skills.</p> <p>Targeted geometry interventions.</p>	<p>Expert training delivered to staff.</p> <p>Resources</p>	<p>1000</p> <p>800</p>

		<p>Practical problem solving and sensory maths resources to develop curriculum strategies in Problem Solving. Develop story sacks for Maths following CPD,</p> <p>ICT based programmes and resources to further independent learning and assessment.</p>	Subscription to programmes.	300
4	Improve outcomes in Number and Problem solving using number.	<p>Expert CPD to develop curriculum strategies and skills.</p> <p>Targeted number interventions</p> <p>Practical problem solving and sensory maths resources to develop curriculum strategies in number. Develop story sacks for CAN and CLDD pupils.</p> <p>ICT based programmes and resources to further independent learning and assessment.</p>	<p>Expert training delivered to staff.</p> <p>Resources</p> <p>Subscription to programmes.</p>	<p>As above</p> <p>800</p>
			Total	13,600

Through the Summer school and early in the Autumn term, Year 6 pupils are assessed on entry to BHA to determine their 'baseline' start points and any 'gaps' in these areas of learning which need further support / intervention against the National Curriculum criteria in math and English are identified. Baseline data is collected and analysed in October. Standard Assessment Tests in reading, Writing and Number are also used as a diagnostic assessment tool and to ascertain chronological ages in the areas of English and Maths.

Students receive regular planned and targeted booster sessions with identified specialist staff. This is in accordance with the school intervention and catch up policy statement and their individually identified needs. Additionally, some Yr. 7 students may also require more targeted and specific intervention and would follow the further strategies detailed in the intervention policy. Students' individual progress is regularly assessed and monitored by the interventions and Teaching and Learning team.

Data for Year 7 is also collected in February and May to ascertain and monitor progress in Reading, Writing and Number and to analyse pupil performance in the above areas.

BHA will fund and run two literacy summer schools for Y6 pupils coming into Y during the summer holidays. In addition to enabling the early assessment and development of reading and writing skills including mot9r skill development, this opportunity aids transition into the secondary phase of education.

Students will be given the opportunity to attend a residential focusing on transferring skills – developing reading in context and in the community which will take place in the Spring term. Activities include following instruction through outward bound and team building activities, storytelling and reading activities around the campfire, reading information and signs to find information in the community at places of interest; e.g. finding information about the animals at a local wildlife park.