



## Year 7 Catch Up Premium Funding 2015 – 2016

No of pupils	9
Funding received	£4,500

### What is the Year 7 Catch Up Fund?

The Year 7 Catch Up Fund is money payable to schools for children entering Year 7 who have not achieved Level 4 in English or Maths.

### How did we use our Year 7 Catch Up Funding in 2015 – 2016?

#### **Tactile games, Sensory toys, Switch toys, mirrors for children working below P4**

Tactile games were used in a variety of ways to support maths development – matching, sorting, counting.

Sensory and Switch toys were used as motivators and to develop interaction and language skills. Some of the toys are specifically designed for fine motor skill and visual development which will support progress in writing. Toys and photos of the toys were used in order to develop visual skills. Other toys were used in conjunction with adult interaction in order to extend understanding of concepts and language development. All of the above enabled pupils to make progress across all strands of the curriculum, including speaking and listening.

#### **Sensory Toys**

Mirrors and Sensory toys were used as motivators for pupils' communication programmes, as well as to develop active exploration of objects. Mirrors were used to develop self awareness and anticipation, specifically during Sensology sessions as well as other relevant sessions.

#### **Hardware, communication aids and devices, fine motor resources, maths resources for pupils working at P4/P5**

The fund has been used to purchase an additional iPad to allow greater and more frequent access to motivating and relevant applications. This has allowed consolidation and extension of new and existing learning in both English and Maths. The fund has also been used to purchase a variety of communication aids and devices, including talking photo albums, mini mobile phones, talking boards etc. This has increased the Year 7 participation and willingness to communicate using a variety of different means.

A lower case keyboard and wireless switch has allowed independent access to educational activities on the interactive whiteboard and laptop, encouraging ownership and independence throughout the school day. A range of motivating fine motor resources have helped to increase pencil control and general writing ability as well as having a positive impact on concentration and engagement levels for our Year 7s.

Maths resources were purchased to develop pupils' understanding of 1:1 correspondence, number recognition and early counting skills, in order to extend their new and existing mathematical knowledge and skills.

### **Resources to support teaching of Phonics Phase 1, Phase 2 and Phase 3, Guided Reading Books, Scheme Reading Books, Homework Reading Books**

Recognising the importance of developing pupils' phonological awareness as a precursor to reading, we have purchased a range of resources which support the teaching of Phase 1 of Letters and Sounds, and resources to support the teaching of Phase 2 and Phase 3. Further sets of guided and group reading books (Dockside and Collins Big Cat) have been purchased to encourage more and broader reading experiences.

Other resources will encourage children to learn to read and spell high frequency words, to build words and to build sentences. We have purchased some robust resources which can be used in the playground, encouraging pupils to develop literacy skills through outside play.

In addition, we have added to our Homework Reading Library which provides books for pupils to take home to read independently, with support, or to be read to by parents.

### **Maths resources**

The maths resources that have been purchased have been chosen specifically to meet the needs of particular year 7 pupils while also being of benefit to a wider group of pupils throughout the school. These resources are designed to encourage counting using 1 to 1 correspondence in a range of contexts and can be used for a range of practical and engaging activities. The pupils will be able to experience numbers through kinaesthetic, creative and visual learning experiences. There are resources which also allow for more able learners to push themselves beyond counting by supporting more difficult calculations using various operations. One difficulty faced by some pupils is that they are unable to manipulate smaller equipment such as base ten, or record their calculations or workings. This barrier will be removed with the use of larger resources which can be used in class and outside, tactile equipment and magnetic boards and digits.

An increased understanding of shapes and patterns, as well as the associated vocabulary, will occur as a result of bright, practical and adaptable kit which also support gross and fine motor functions.

A large selection of games have been added to an existing collection of problem solving games. These games have been used to develop a range of skills associated with problem solving and using and applying maths skills. Our pupils have shown an increase in confidence and resilience in the face of challenge as a result of these resources, and they have developed an interest in learning and success, as well as an increase in spatial awareness, an ability to identify patterns and sequences, an ability to work systematically and more independently. The games make the challenge more fun and encourage skills to become generalised and used throughout their learning.

**Anticipated funding for 2016 – 2017 is £1,500.**