



Year 7 Catch Up Funding Grant 2017 -2018

Year 7 Catch Up Funding Grant					
Total number of pupils receiving funding		6			
Amount of grant received		£3,000			
Summary of Year 7 Catch Up Funding Grant					
Interventions for 2017-18 will incorporate our year 7 pupils.					
Objectives of spend:					
<ul style="list-style-type: none"> • To further improve attainment in Literacy and Numeracy • To broaden functional Literacy and Numeracy opportunities and experiences available to pupils • To develop pupils' functional ability in Literacy and Numeracy so that we can better apply their skills beyond the school • To enhance communication access opportunities at all levels 					
Outline of Year 7 Catch Up Funding Grant spending 2016 -2017					
Activity	Cost	Objectives	Intended Outcome	Provision in place	Impact
To develop a bank of familiar books and DVDs that contain stock phrases	£100	To develop staff understanding of echolalia	Staff understand communicative intent of stock phrases when used in context so they can support transitions and develop conversation	A stock of books and DVDs were purchased.	This transferred to whole team of TAs and the staff team has a greater appreciation for pupil 3 using stock phrases to communicate other meanings that they hadn't yet developed
To release communication champion to keep a diary of observed	£180	To improve our understanding of intention of communication	To link specific phrases to meanings. Achieve SCERTs targets.	TA spent time capturing phrases and interpreting meaning from these.	vocabulary for. In turn the staff team is now able to interpret and then model the correct sentences and vocabulary for this pupil. The

phrases in context and attribute meaning					pupil's vocabulary has grown hugely and has moved on from 1 to 2 information carrying word level comprehension. Good transitions between places and events has greatly improved. SCERTs targets achieved.
Attention Wiltshire 2 day training	£100 course £120 cover	To develop Teaching Assistant understanding of language acquisition and how to support it	To support pupils to be able to sequence tasks and support language development	No Attention Wiltshire training available as trainer on maternity leave and no alternative provision in area.	No Impact to record.
Teaching Assistant training in Clicker 7	£120	To develop sentence structure and develop alternative recording skills	To use Clicker 7 independently to support writing and recording	8 training sessions undertaken. Clicker 7 in regular use to support pupils with writing tasks.	Clicker 7 used to support writing activities as part of the curriculum. 100% access for pupil 1 and 2 and improved skills. 100% improvement with simple sentence structure.
Use of Clever Fingers programme 1x20mins daily	£90 for activity box	To assess, address and monitor fine motor difficulties	To develop and improve fine motor and handwriting skills	Activity box and resource pack used in daily activities	Improved fine motor skills. Pupils are working within P6-P8. Pen grip and accurate copying has improved for pupil 1 and tracing simple letters has improved for pupil 2.

<p>To create and use Colourful Semantics resources</p> <p>Development of the use of Colourful Semantics in 1 x weekly session</p>	<p>£162</p> <p>£202.50</p>	<p>To develop skills in sentence building in the correct order</p>	<p>To be able to order and extend sentences working with who? what doing? What? Where? And when?</p>	<p>Colourful semantics resources created and used regularly as part of the curriculum.</p>	<p>Pupils 1 and 2 improved skills in creating simple sentences.</p>
<p>Staff training to understand Colourful Semantics</p>	<p>£180</p>	<p>To understand how to support pupils in developing skills in sentence building using the correct order</p>	<p>Staff to incorporate Colourful Semantics into Literacy across the curriculum</p>	<p>Teacher training has been carried out. TA formal training has yet to be completed</p>	<p>Teachers have cascaded skills within their teams and this resource is used and has developed sentence skills.</p>
<p>Purchase of personal iPads with the use of Go Talk and Communicate in Print and mounts to enable functional use as a learning aid and to further enhance communication</p>	<p>£1000</p>	<p>To provide personalised iPads that reflect individuals communication and cognitive needs that will be available to access at all times thus supporting every aspect of their learning</p>	<p>Increased functional communication. Improved ability to navigate their individual communication book. Pupils will be able to request accurately, navigate and select activities that promote cognitive development and thinking skills and independently follow a sequence within an application.</p>	<p>2 iPads and tough cases purchased. Go Talk purchased. Resources are fully accessible to pupils throughout the school day.</p>	<p>Pupil 4 is now able to use Go Talk to communicate requests more clearly. Pupil 4 has developed awareness and use of the home button and can navigate to a page from a front grid of 4. Pupil 4 and 5 have been taking their iPads to all contexts in and out of school. This has improved consistency in actions and communication. Pupil 4 has learnt to navigate and select songs of choice and has been able to self-occupy and engage with their own choices and develop independence. Pupil 4 has been very</p>

<p>Purchase of personalised iPad with mounting arm and headphones</p>	<p>£500</p>	<p>To maximise pupils alert time To enhance the sharing of experiences between home and school</p>	<p>To improve engagement and access opportunities, particularly those missed due to reduced TT.</p>	<p>iPad purchased and in regular use through the school day</p>	<p>motivated by this resource and their receptive language has developed - consistently selecting 20 words on Choose It Maker. Pupil 5 can signify more and can make independent choices that support regulation and focus. Pupil 5 has also developed cause and effect skills.</p> <p>Pupil 6 was able to use the iPad to share his experiences between different settings. A successful resource to improve engagement and access.</p>
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