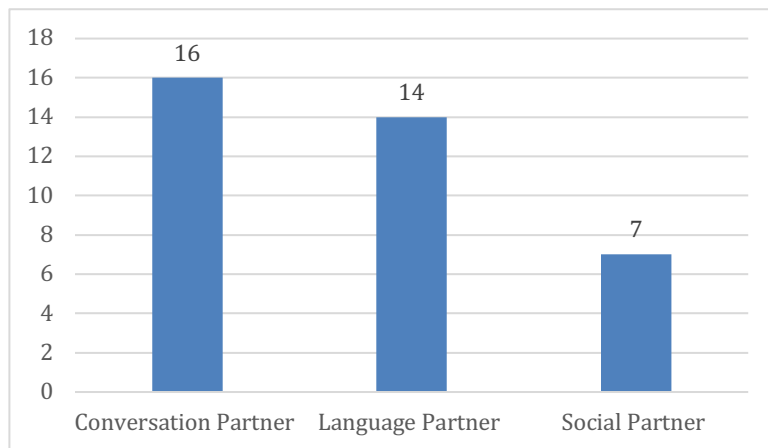




Year 7 Catch-up Premium 2017-18

In 2017-18 Oak Lodge School received **£15,217**. This was used to promote better functional social communication and interactions in learning activities within the core areas of literacy and numeracy. The schools Y7 SCERTS baseline data showed that we had more students whom, on entry to the school, were assessed as having advanced language ability but lacked the competency to engage productively in extended conversations as shown on assessments for language and literacy. The gap between their vast vocabularies and their capacity to engage in extended discussion in a reciprocal way presented a barrier in the process of learning new information in the classroom.

2017_2018 analysis of Y7 SCERTS baseline data prior to planning interventions



The data showed more students with good conversational language although outcomes on students Educational Health and Care Plans on entry to the school seemed to focus on 'initiating conversations sharing thoughts and ideas but also initiating tasks within curriculum activities. We believed this to be linked to difficulties students had responding to questions and balancing conversational turns as an impact of their language processing differences because of autism and other SLCN.

Teacher observations also showed students were not making inferences within curriculum activities and problem solving in sessions that were largely text based. We believed this posed a potential barrier to acquiring subject knowledge in both literacy and numeracy in order to make progress. Parents reported through annual review advice, communication was an area they wanted to see most progress on transition to secondary school. Interventions for year 7 for the year 2017_2018 included: targeting functional social communication strategies coupled with inference techniques applied across curriculum activities for all year 7 students following a baseline assessment applied as a universal model across the year 7 cohort using the following plan:

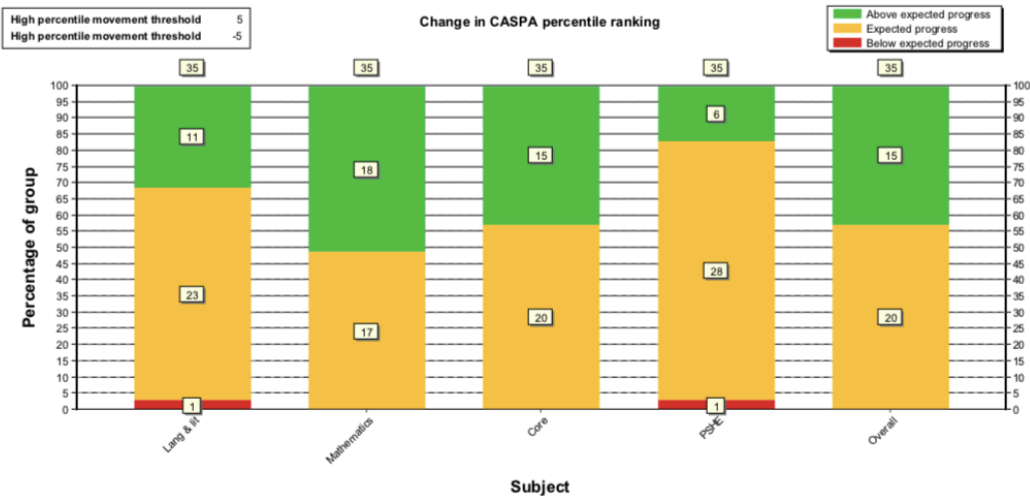
Resource allocation	Focus of intervention	Student outcome measures
Implementation of effective functional communication	Alternative Communication systems and social supports used across all environments	Social Communication supports SCERTS folders used with

systems and transactional supports including software Grid Player TA additional hours to make essential supports – SCERTS Transactional Supports folders for all year 7 students	Staff model SCERTS social communication supports for a range of functions including to request / comment / express feelings / refuse / interact with peers / ask questions/ check understanding	varying success across learning environments - Able to get needs met when with familiar adults - Uses communication for a range of functions e.g. to request and refuse to clarify and question to comment and share intentions across a range of sessions
	- Staff model SCERTS supports them to assist students to emotionally regulate themselves	- Students are observed using their communication system/ social supports to emotionally regulate e.g. at times of transitions between activities or when unsure of how to engage in learning.
	Staff training on Social communication factors – linked to SEN	- Staff to target and teach Social communication skills taught in small groups then linked into real situations across all natural routines - Students develop appropriate social communication skills required to participate in group learning

Impact summary

We use a specialist commercial benchmarking tool to measure how well pupils make progress in core subjects, adjusted for their age, special educational need and prior attainment. 100% of our students made good or better progress overall by this measure, with only 1 student achieving lower than expected, according to CASPA's expectations for language and PSHE. The same student who is autistic made better progress in maths. 50% of all Y7's made better than expected progress in Maths exceeding expectations compared to other students nationally. 31% making better than expected progress in Literacy again exceeding national expectations for students with similar profiles.

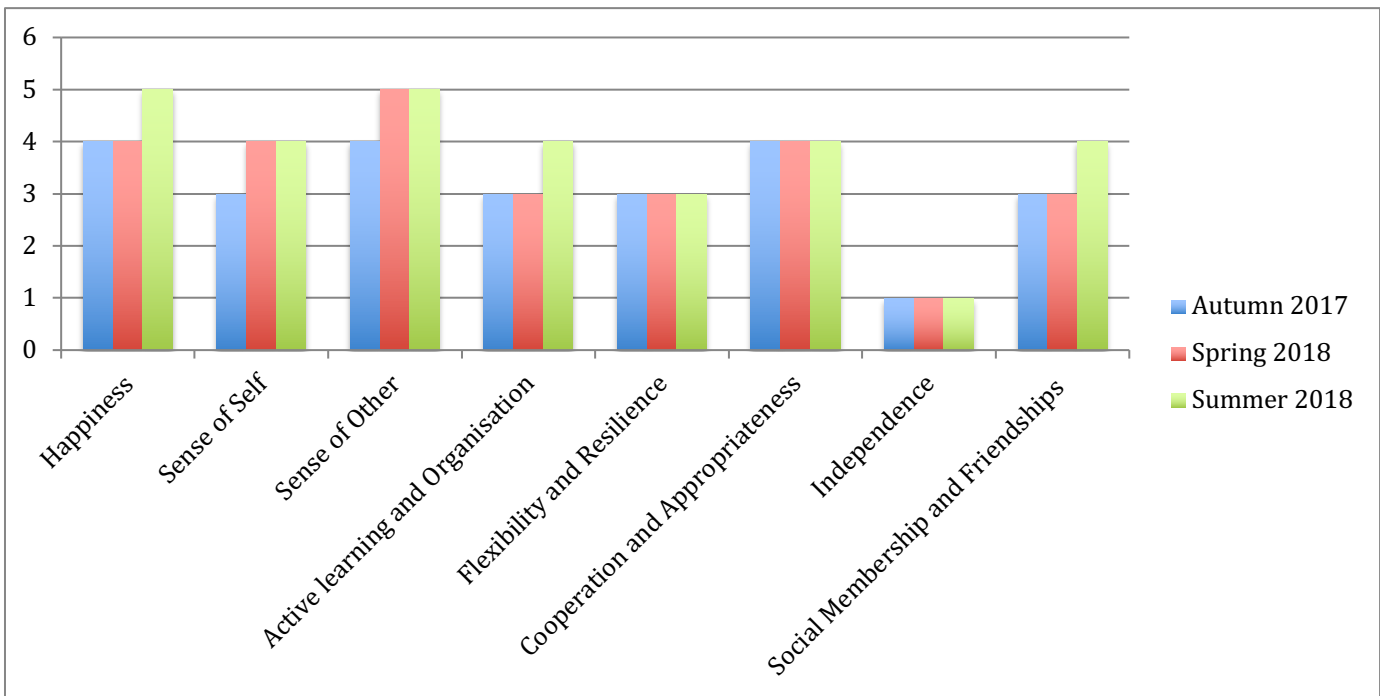
Comparison data for year 7 progress 2017_2018



We continue to use the SCERTS Assessment Process to assess progress towards EHCP outcomes and using our Y7 catch up funding to support our interventions for those students on phased transition. The

analysis of the Y7 baseline data taken in 2017 showed that 16 students were assessed with 'good conversational language', albeit at a low level, whilst 14 students had language equivalent to the developmental age approximately 3 years with 7 students using primarily non-verbal means; gesture, to get their needs met. We prioritised communication interventions to spend our year 7 catch up funding for 2017_2018, as this seemed an essential step to improve 'active learning'. We purchased resources that would enable our students to make better progress in their communication, so they could access the broader curriculum and ask questions in a meaningful way, but also have a means to express their understanding of concepts learned. Our analysis shows the efficacy and impact of our interventions had slightly improved 'active learning' and hence participation in lessons when they has essential supports and staff had training.

Year 7 cohort -2017-20 18 SCERTS outcome measures -17 students from across Y7



We continue to use empirically supported practices as part of our commitment to demonstrate impact in this way and as a result have reviewed the impact realising that outcome measures using the SCERTS Framework, provide us with a reliable way to review and evaluate our interventions and compare with our academic outcomes to test for their efficacy in enhancing students 'active engagement'. We were pleased to see our year 7's have potential for engagement within learning.

Our strategy going forward for 2018_19 is to promote better independence by working with support staff to ensure they are not over prompting but providing tools and transactional supports for students to be increasingly independent in their learning.