



John Watson School - Year 7 Catch-up - Academic Year 2020-2021

We are a school for 2 to 19 year olds, and it is rare for us to accept NCY7 pupils from other schools, so the transition to secondary is usually relatively smooth, with limited drop-in progress. **In 2020/21 we had NO external admissions to Year 7.** We focus on mathematical and literacy skills in a variety of ways and adapt our resources and strategies according to their age and stage. We value the importance of enhancing staff skills to ensure quality teaching across the school.()

Year 7 Catch-Up Premium for 2020-21 (refers to 14 Pupils)

2020/2021	Action	Total funding £7000
1:1 support to support a bespoke transition package	<p>Due to the pandemic, one student in particular, missed out on the very needed transition period before starting at the secondary department. The student was supported on a 1:1 basis with a bespoke package of support to ensure that the transaction was successful.</p> <p>Impact: <i>The student settled in and is making good progress with their targets.</i></p>	£600
Personal care and independence	<p>Supporting all year 7 students with a bespoke and individualised approach to Protective Behaviours. This consists of 1:1 meetings with the parents/carers, individualised story boards and Social Stories to build on, and support an understanding of public and private behaviours.</p> <p>Photo Visual Aids to support independence when showering and changing period pants. As well as funding sustainable period products for students identified in need.</p> <p>Impact: <i>Parents are feeling supported and have been positive with the amount of support they are receiving to support protective behaviours. Students are growing in independence and we have seen a reduction in behaviour, which positively impacts on staffing, ensuring greater focus on targets.</i></p>	£1000
Sound Reading System (Synthetic Phonics Teaching)	<p>To provide a highly structured approach to reading and spelling to enable targeted pupils to improve their reading and spelling accuracy (6 students out of 14) are receiving a bespoke 1:1 sessions weekly, ontop of daily whole class SRS activities linked to their individual targets.</p> <p>Impact: <i>The 1:1 sessions enable focused support with the rudimentary decoding skills of segmenting, blending and manipulating sounds, whilst also supporting other EHC targets related to comprehension skills.(Individual progress records are used.)</i></p>	£1900
Pets as Therapy	<p>To provide a staff member to support a small group of students (up to 3) when we have weekly visits from Pets as Therapy. These sessions are supporting students with their EHCP targets and link in with our school Core Principles: SLICE.</p> <p>Impact: <i>students are more confident when they integrate in the wider community, for example when walking into the village, as they are more confident when they see a dog. (Some students have great anxieties around this). It also supports Communication and Interaction targets.</i></p>	£1000

2 go Karts	<p>To ensure continuity of approach from the primary department and to continue a healthy lifestyle and promote students being active.</p> <p><i>Impact: Students have been using this resource to support them to meet their individual EHCP targets e.g.</i></p> <ul style="list-style-type: none"><i>* I will take turns when waiting to join with a highly motivating activity</i><i>* I will move and join in with physical activity at least 15min two times a day</i> <p><i>It links well with SLICE supporting all of our core values as well as giving the students the opportunity to practice road safety in a safe environment.</i></p> <p><i>Students have been more active, wanting to join in with physical activity.</i></p>	£2500