



IXWORTH
FREE SCHOOL

"Providing a foundation for life"

Case Study 1

Year 11 Pupil. Academic Year 2016-17.

Student A joined Ixworth Free School with Key Stage 2 levels of 5B in Maths and 5B in English. During the last academic year, she faced some external barriers including attendance issues due to identified social, emotional and mental health difficulties.

These barriers have been overcome through the support of interventions helping to fill the learning gaps created through attendance and to boost confidence levels with knowledge enough to be able to enter the classroom and take part effectively in lessons again. Support with attainment over the last academic year has included both 1:1 tutoring in Maths and English as well as accessing in-class support.

Support implemented for Student A has included 1:1 tutoring. PCP data was monitored across subjects every half term to identify impact. Teacher also used in-class assessment of learning to support the delivery of very specific interventions to be delivered. In-class support took the form of specific differentiated delivery of lesson topics. In turn, this has provided Student A with achieving her expected progress in both Maths and English.

Support over the next academic year included interventions in Maths and English 'Strive for five' where the aim is to attain a level 5 and above in her core subjects. Other provisions include in-class support and 1:1 tutoring from both English and Maths specialists. Revision timetables and 'ways to revise successfully' was a focus for the Michaelmas and Lent terms to maximise attainment in her exams. As a whole-school approach to promoting expected and exceeded progress, staff CPD has included strategies where lessons now include a challenge element to each task to push and stretch students learning and ability. This takes the form of a 'challenge scroll' on PowerPoints with positive rewards given for attempting the tasks as encouragement to try the higher-level activities. Along with this strategy, timers have been introduced to ensure that lessons keep pace and potential low-level disruption is minimised. Personalised support to overcome the external barriers affecting her anxiety and then in turn her attendance, has ensured that Student A has a safe environment to work in independently, accessing 1:1 tuition, guidance and support has begun to increase the level of attendance in school.

Monitoring of strategies and interventions are frequent. Half termly data drops of both attainment and attitude to learning levels are tracked and analysed. This allows interventions to be tailored to individuals depending on the areas of need identified. It also allows reviews of interventions that are not working, giving time to seek alternatives to suit either the students' ability or attitude to learning. Along with the use of the PCP data drops across the academic year, further baseline data should be gathered to obtain an up-to-date view of the students supported and to ensure that we are reacting to gaps in knowledge and educational needs when they become apparent. Teachers input when using in-class assessment of learning will further support specific interventions to be delivered as well as liaising with the PP Coordinator to ensure that appropriate differentiation, challenge and use of resources is implemented within the classroom also.