**Tor View Specialist Learning Community**

**CASE STUDY**

Written by: LB | Published: January 2022

A case study to demonstrate how school uses its Pupil Premium funding to raise aspirations and outcomes for pupils.

Tor View is an Outstanding Specialist provision, where the rate of progress of our disadvantaged children is remarkable, particularly as some pupils exceed expected progress and achieve an aspirational target. We achieve this through working together to design and develop provision and learning opportunities that meet the needs of the varying cohorts.

Learner D

Learner D is a MLD learner with ADHD. Learner D wears glasses for reading and writing. She benefits from structure and clear, simple instructions towards her learning.

Within Learner D’s EHCP, her targets to achieve by the end of Key Stage 4 are to:

* To make progress in all core objects subjects, in line with school-based targets.
* To acquire basic number skills, in line with school-based targets and to improve her fine motor skills: pencil control and letter formation in line with school-based targets.

The outcome is then broken down into small achievable steps and written up within the school’s key skill document.

Learner D joined Key stage 3 at Tor View School Autumn 2022 and she has attended 1:1 intervention sessions twice a week for 20 minutes.

**Target: To draw the hour hand on a clock face and can select the correct o clock time from a choice of two.**

Learner D was struggling to make enough progress in her usual Key Skills lessons following on from the covid pandemic, so to help her catch up with her learning interventions were put into place to help give additional support.

Learner D was anxious about coming to interventions sessions at first, but as the sessions went on she became comfortable in the sessions and quickly made lots of progress.

We played many time-based games during the session’s e.g. bingo and dominos. When the sessions began, Learner D could not identify an O’clock time and could not draw an hour hand on a clock face. Over the autumn term, we looked at where the hour hand should be on clocks and in different fun interactive activities. We drew hour hands on clocks using different medias, e.g. crayons, shaving foam etc.

By the end of the autumn term, Learner D could draw an hour hand on a clock face and correctly select an O’clock time from a choice of two and was working towards selecting from a choice of three and more.