Tor View School
Case Study

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 A

Learner A is a Key Stage 1 pupil who has a diagnosis of Lander Kleffner Syndrome (a rare form of epilepsy). She has speech and language difficulties and developmental delay.

Within Learner A's ECHP the Cognition and Learning outcome is for her to develop her functional Numeracy skills. The Cognition and Learning outcome is then broken down into small achievable steps and written up within the schools key skill document. Learner A's target is to: recognise numerals from 1-5 and know that each represents a constant amount. To achieve this, the ECHP advises that she has access to a teaching and learning environment that offers a high level of small group and individual support

Learner A started Key Stage 1 in September 2016 and she has attended 2:1 intervention sessions once a week for half an hour. During the Spring term of 2019 learner A has been working on the above target.

When Learner A began the intervention sessions she could already rote count to 10, recognise numerals to 10 and order numbers to 5 independently. Learner A could match the correct numerals to 5 and put the correct number of objects in marked containers up to 2. She needed support to count consistently beyond 2 as she tended to count faster than she could point.

Target: To provide correct quantity to match a numeral 1-5

During the sessions Learner A began by counting up to 5 objects. Initially Learner A was given the correct amount of cubes needed and was asked to count the cubes into an adult's hand to give her time to count correctly. The cubes were then spaced out and placed in a marked square so that Learner A had to move her finger over a greater distance to help her count reliably. Over time the cubes were moved nearer to each other in a line and then placed in a group. More cubes than needed were then added to the pile until eventually Learner A could consistently count cubes to 5. This was then generalised by counting other objects found around the classroom

When assessed at the end of Summer 1 term 2019 Learner A could consistently count and match the correct quantity to numerals up to10 and has excelled beyond her predicted target. Learner A will continue to attend weekly intervention sessions to work on another target.