Tor View School
Case Study

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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.

<u>Learner B</u>

Learner B is a Key Stage 2 pupil who has a diagnosis of Fragile X Syndrome. She has significant speech and language difficulties, attention and listening difficulties and developmental delay.

Within Learner B's ECHP the Cognition and Learning outcome is for her to develop her early learning and play skills. The Cognition and Learning outcome is then broken down into small achievable steps and written up within the schools key skill document. Learner B's target is to: respond appropriately to key Maths vocabulary – heavy and light. To achieve this, the ECHP advises that Learner B needs 'carefully structured teaching, adopting behavioural teaching principles including creating appropriate setting conditions, task analysis, prompting and the positive reinforcement of appropriate responses'

Learner B joined Key stage 2 at Tor View School in the Spring term of 2016 and she has attended 2:1 intervention sessions once a week for half an hour. During the Spring term of 2019 learner B has been working on the above target.

When Learner B began the intervention sessions she did not respond to the vocabulary 'heavy' or 'light'. When given objects with a significant weight difference and 2 hoops, with a heavy or light object in each hoop, Learner B could pick up the objects and place them in the correct hoop to match the weight.

<u>Target: To respond to key vocabulary 'heavy' 'light'</u>

During the sessions Learner B began by looking at communicate in print symbols representing 'heavy' and 'light' and by being given an obvious heavy or light object. She them matched the symbol to the object, with support, and verbally repeated the symbol. When learner B could match the symbol to the object and vocalise the word consistently the symbol was removed and Learner B had to vocalise the correct weight without prompts. When Learner B became confident she was asked by the adult to 'give me the heavy/light one.' More objects were added and Learner B was asked which ones are 'light and which ones are 'heavy'. To generalise this Learner B then had to find objects around the room and say whether she thought the objects were heavy or light.
Learner B will continue to attend intervention weekly sessions to work on another target.

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