

How We Identify Students

We use the KS2 Reading and Maths tests as initial indicators. Pupils' scores are compared against their MIDYIs scores.

In Reading, we conduct a Diagnostic Reading Assessment (DRA) to identify the nature of a pupils' difficulties so that intervention can effectively targeted.

In Maths, we currently use the PIUMA test, although this is currently under review. This assessment is designed to identify gaps within the students' Maths learning.

Other specialist assessments are used as appropriate.

Contact with Parents

Parents are contacted initially to let them know their child will be receiving intervention in a particular area. Any concerns are followed up with parents.

Provision in Place

Learning Support works closely with subject teachers to co-ordinate support. Pupils who did not achieve the expected standard in Maths or who have some gaps in their learning are offered the Success at Arithmetic intervention three times per week. This is followed by basic Maths skills work based on the Hamilton Secondary Numeracy Project twice a week.

Reading intervention is based on an assessment of needs. Students who have decoding difficulties undertake a phonics programme based on RWI Fresh Start. Students who have comprehension difficulties use the SRA scheme and are shortly to undertake Read and Question intervention.

Students also receive support in Maths and English lessons and may be withdrawn from some lessons as appropriate.

2015-16 Funding and Impact

There was a very small number of students in this cohort. Progress in English was mixed due to the complex needs of the individual pupils. Half of the students improved their Reading ability. In Maths, all but 2 pupils made more than 1 sub-level of progress. The funding was allocated as follows:

Training to deliver Success @ Arithmetic intervention	£1,700
Success @ Arithmetic Intervention	£1,100
Reading intervention	£1,600
Additional materials including test papers	£100