

## **Example Case Studies**

### **Interventions**

1:1 intervention with teachers - Based on data students identified are given in-school intervention

1:1 intervention with external tutors - Based on data and recommendation 30 students are given external intervention

1:1 careers support - PP students in years 10 and 11 are prioritised and given 1:1 careers support

### **Holistic Support for a Vulnerable Male Student**

X who is entitled to FSM and is part of our Pupil Premium cohort, was transitionally mentored from primary to secondary school. A learning mentor met him along with his mum. X was made aware of the role and he was made familiar with the building and some of the school systems.

He then met him every day for the first few days at JFS and then mentored him on a weekly basis until the end of Winter Term in Year 8. X is now mentored on a monthly basis.

X was monitored by Peer Buddies on a frequent basis. They ran Circle Time sessions, supported students on a weekly basis by checking on their progress and they ran weekly lunchtime Surgery Sessions. X participated in all of these programmes throughout Year 7.

In Year 8, X attended fortnightly Youth Team sessions. These sessions are run during period 4 by Super Buddies and staff and their aim is to improve social skills.

In Year 8, X was persistently missing PE because he lacked resources and he was becoming increasingly disorganised. After discussions, X was provided with some trainers and a set of folders. These new resources are kept in X's box in the SEN Dept.

### **Curriculum Enrichment Opportunities**

Mrs Wolfson, a teacher in our History Department, has additional responsibility for Curriculum Enrichment. Therefore, Pupil Premium students are targeted to become involved in the various enrichment programmes such as the KS3 master classes to enrich cultural capital.

### **Funding for Connexions and our Sixth Form careers guidance**

Pupil Premium funding is used to pay for a small proportion of funding for Connexions career guidance for KS3 and KS4 students. Pupil Premium students may also have access to future Sixth Form careers guidance.

## SEND and PP case study

### Year 11 - Student A

Prior attainment: Middle ability

#### Provision

During student A's attendance at school she benefited from a range of both short term and long term intervention strategies. These included:

- Resources including textbooks across a range of subjects and exam kit
- Regular check ins with the Pastoral Team, including discussions around academic progress and well-being support
- GCSE intervention across three subjects, changing on a termly basis
- Revision support sessions throughout the duration of Year 11

#### Outcomes

Minimum Expected Score upon entry to JFS = 5

Predicted grades:

- English, Maths and Science = 6
- Drama and Religious Studies = 7
- Geography = 5
- Ivrit = 4

### Case Study – Pupil Premium

2021-2022		
<b>Student initials: xx</b>	<b>Year Team : 8</b>	<b>Gender: x</b>
<b>Attendance from last year: 96%</b>	<b>Attendance when intervention began: 92.86%</b>	<b>Current attendance: 94.4%</b>
<b>Keyworker</b> AH	<b>Agencies involved:</b> School BICS	
<b>Summary of Concerns:</b> X had 3 days off from school this year. X has a complicated context		
<b>Interventions:</b> <ul style="list-style-type: none"><li>• Regular year team check-ins with X</li><li>• Regular communication (calls and emails) between grandma and year team</li><li>• BICS sessions to support her with skills and strategies to support low mood and anxiety</li><li>• BICS practitioner has supplied X with tools to manage anxiety</li><li>• Access to the safe space</li><li>• Regular contact between BICS counsellor, grandma and Year team to support X</li><li>• Uniform provided by the school</li><li>• Stationery supply provided by the school</li><li>• Laptop provided by the school</li></ul>		

**Impact of interventions:**

- Having regular contact with x has meant her attendance has improved since the start of the year.
- X is less anxious on the financial strain on x by the provision provided by the school
- X is able to access and complete classwork and homework without difficulty.
- X feels more confident opening up and sharing when x is struggling.
- X uses the strategies from x's BICS sessions to cope with anxiety and finds it useful tool when x is unable to speak to the year team.
- X finds comfort in knowing that x has access to the safe space if x does experience a panic attack.

**Learning Points for school:**

Importance of early and quick intervention, regular communication with parents and external agencies