

Allocation for the financial year: £3330

Number of eligible pupils: 10

How the money was allocated

1:1 targeted interventions linked to progress in literacy and numeracy

1 x HLTA 3.5 hours per week for 38 weeks £3330 (£2100 spent due to school closure)

How the money was spent

Sept 2019 – March 2020: HLTA 3.5 hours per week for 24 weeks £2100

Sept 2020 – Dec 2020: HLTA 3.5 hours per week for 14 weeks £1230)

How Impact was assessed

Baseline testing at start and end of interventions

Summary of Impact

Intervention	Students making progress	Students making some progress	No Progress	Comments
Times tables	50%	25%	25%	Limited engagement with school from one student impacted on progress
Supported Spelling	100%			Successful intervention which will continue to be embedded in school
Handwriting	40%		60%	This intervention was not continued following limited engagement, with a focus being placed instead on IT skills and touch typing

Areas of success and areas for development

- The introduction of the Supported Spelling programme has been very successful engaging students and having a significant impact on literacy skills.
- Impact for the year 2019 – 2020 was limited due to COVID and subsequent school closure. This school closure, coupled with a lack of engagement in online learning for some students meant that their positive progress had been negated by the time they returned to school in September 2020.
- A key area for development is to improve remote learning access and develop student resilience to learn more independently and staff skills to deliver online interventions. It is also essential to explore the use of assistive technology further to support with literacy engagement.