

Targeting Social Need (TSN) Planner

Examples of Effective Practice

2021/22 Data

Introduction

This report was compiled using data submitted by schools through the TSN Planner in 2021/22. It includes data on the areas which the schools in question targeted for improvement, the pupils that received support, the targets/objectives set, and school's assessment of the impact of the TSN investment in that year.

We are very grateful for the schools who agreed to provide this information and their agreement to it being published as examples of effective practice for other schools to reflect upon.

This fulfils one of the recommendations identified within the [10th PAC Report "Closing the Gap – Social Deprivation and Links to Educational Attainment"](#) in terms of identifying and disseminating effective practice.

Background

The Department of Education currently provides approximately £77m of Targeting Social Need (TSN) funding to schools each year. This is allocated as part of core school budgets, in recognition of the additional challenges and costs involved in supporting children and young people from disadvantaged backgrounds as well as those at risk of educational underachievement.

A TSN Planner has been developed to help schools capture a range of information about the use and impact of TSN funding which will assist schools in planning their teaching and learning for the year ahead as well as helping to promote and disseminate good practice.

TSN Resources

TSN resources are specifically provided to enable schools to provide appropriate support to the most vulnerable pupils so that they can achieve their full potential. In striving towards this goal, TSN resources are used in a variety of ways by schools in accordance with their own identified priorities, enabling them to be responsive to the needs of pupils, parents, families and the wider community.

TSN Planner

The Department launched a TSN Planner for use by all Primary and Post-Primary schools receiving TSN funding. This online system builds upon the Annex H template which makes up part of the School Development Planning (SDP) process and provides a centralised electronic collection point for TSN related data. This replaces the current manual, paper based method and is a more efficient way of working.

It also allows the Department to better understand how schools are choosing to utilise TSN resources, illustrate the range of interventions and support being offered and be able to demonstrate the positive impact those resources are having on children and young people most in need.

The system, which has been developed in consultation with schools, is designed to be as simple and easy to use as possible.

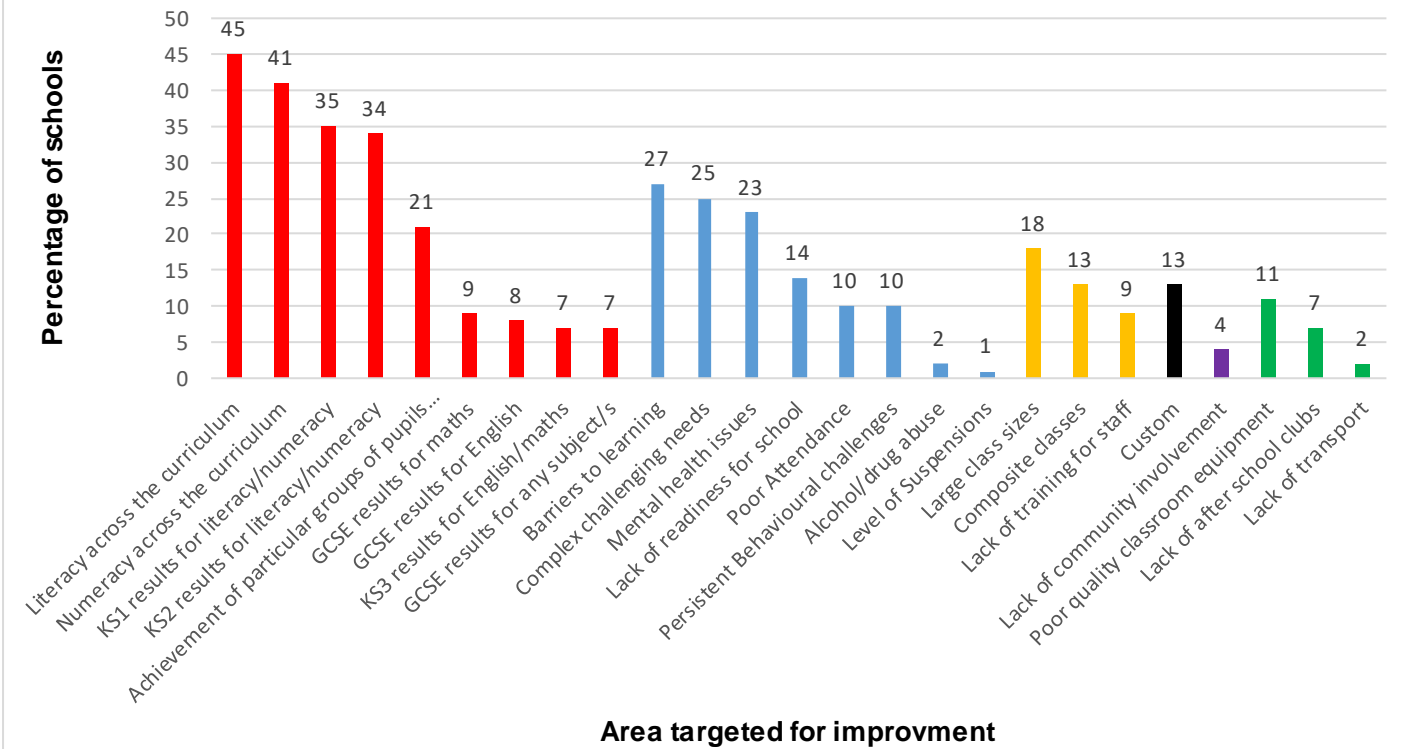
Access instructions for the TSN Planner and sources of advice and support are available at the following link: <https://www.education-ni.gov.uk/articles/targeting-social-need>.

Contents

Section 1: Target Data	5
Section 2: Primary.....	9
Harpur’s Hill Primary School (3016052).....	10
Knockmore Primary School (4013334)	11
St Kieran’s Primary School (4036480)	12
Taughmonagh Primary School (1010301)	13
Victoria Park Primary School (1016655)	15
Bunscoil Cholmcille (2036574).....	17
Edendork Primary School Dungannon (5032585)	18
Glendermott Primary School (2032212).....	19
Section 3: Post Primary.....	20
St Cecilia’s College (2230188).....	21
Limavady High School (2210302)	23
Priory College (4250024)	24
St Colm’s High School (4230223).....	26
Hazelwood College (1260269).....	28
Section 4: Special Schools	30
Roddensvale Special School (3316514)	31
Castle Tower School (3316676)	32

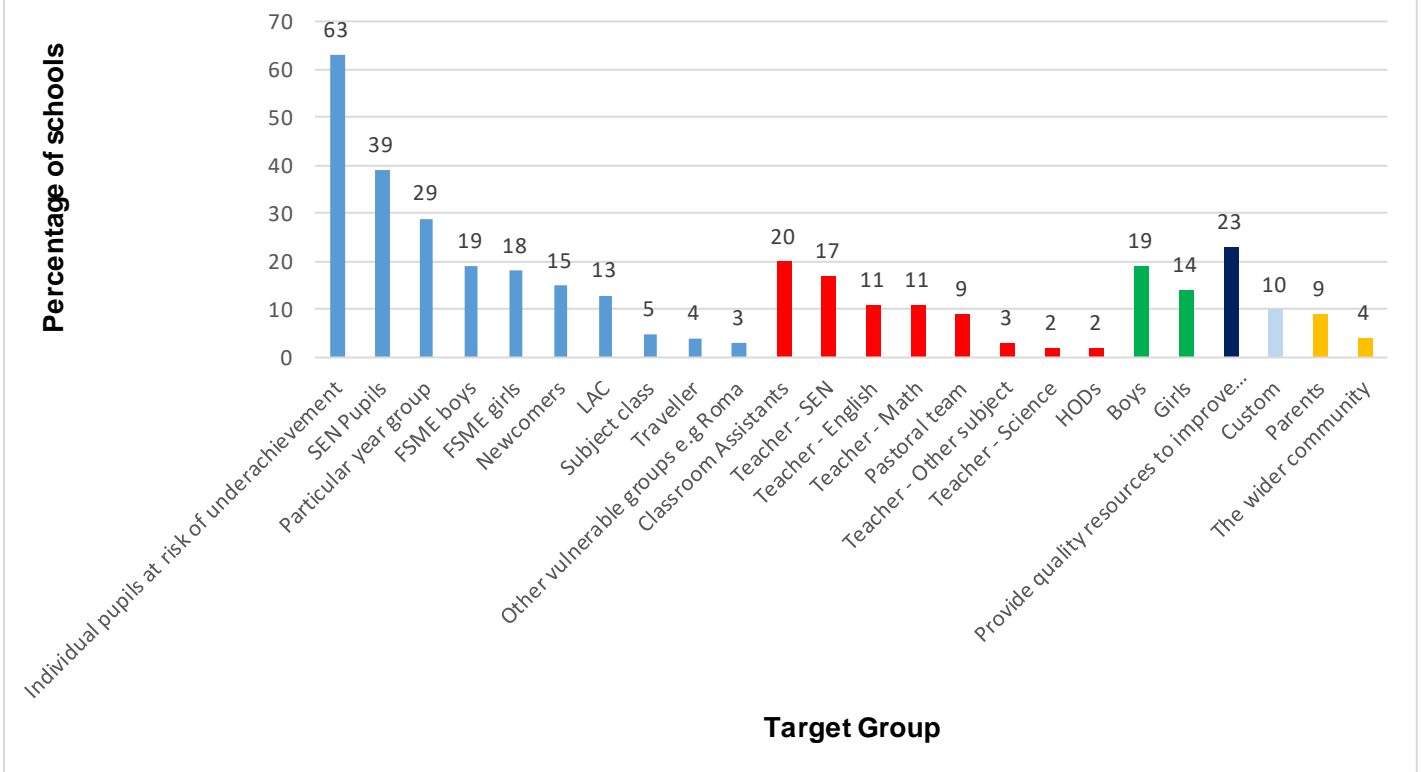
Section 1: Target Data

Figure 1: Areas targeted for improvement (by percentage of schools)



45% of schools targeted “literacy across the curriculum” for support using their TSN funding; while 41% targeted “numeracy across the curriculum” as a priority. 27% targeted ‘Barriers to learning’, 25% targeted the “complex challenging needs of pupils”, while 18% of schools identified “large class sizes” as a target area.

Figure 2: Target Group where support/intervention is required (by percentage of schools)



63% of schools focussed their TSN interventions on “individual pupils a risk of underachievement”, while 17% focussed their support on SEN teachers, and 20% on classroom assistants. 19% of schools identified boys as a particular target group, while 14% of schools identified girls as a group in need of support.

Figure 3: Target (Objective) heading by percentage type

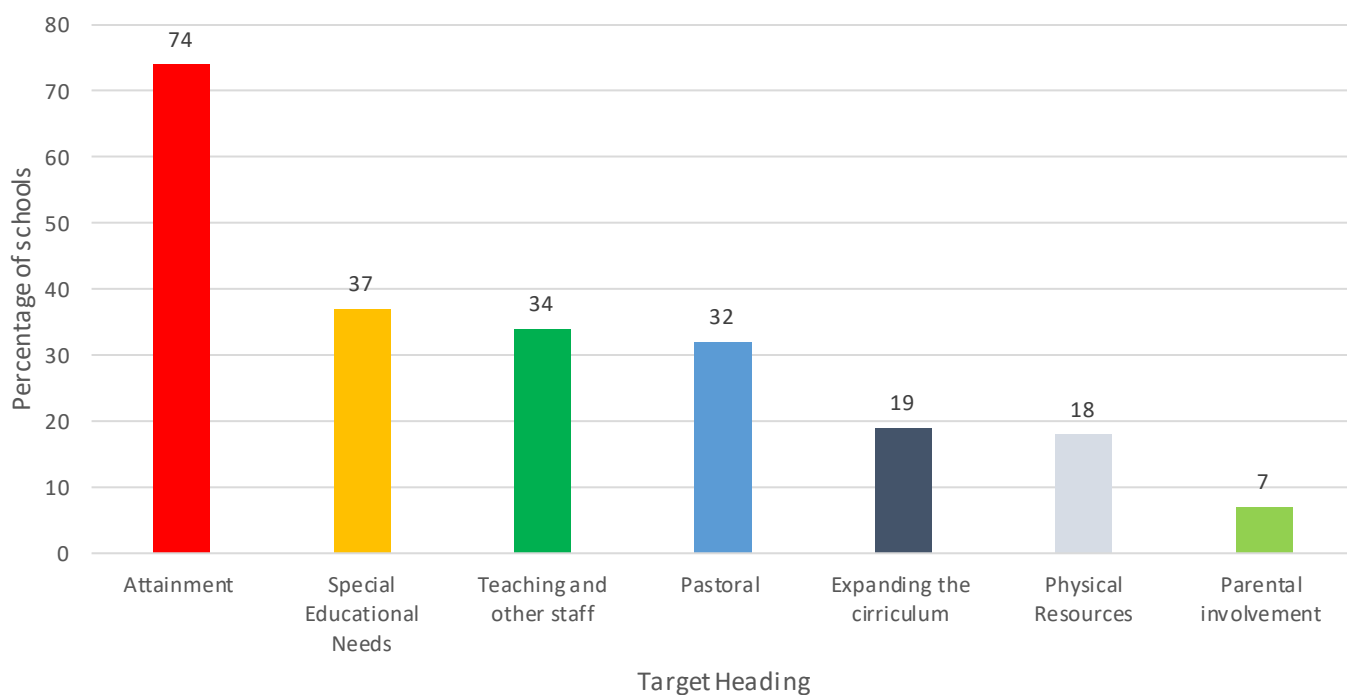
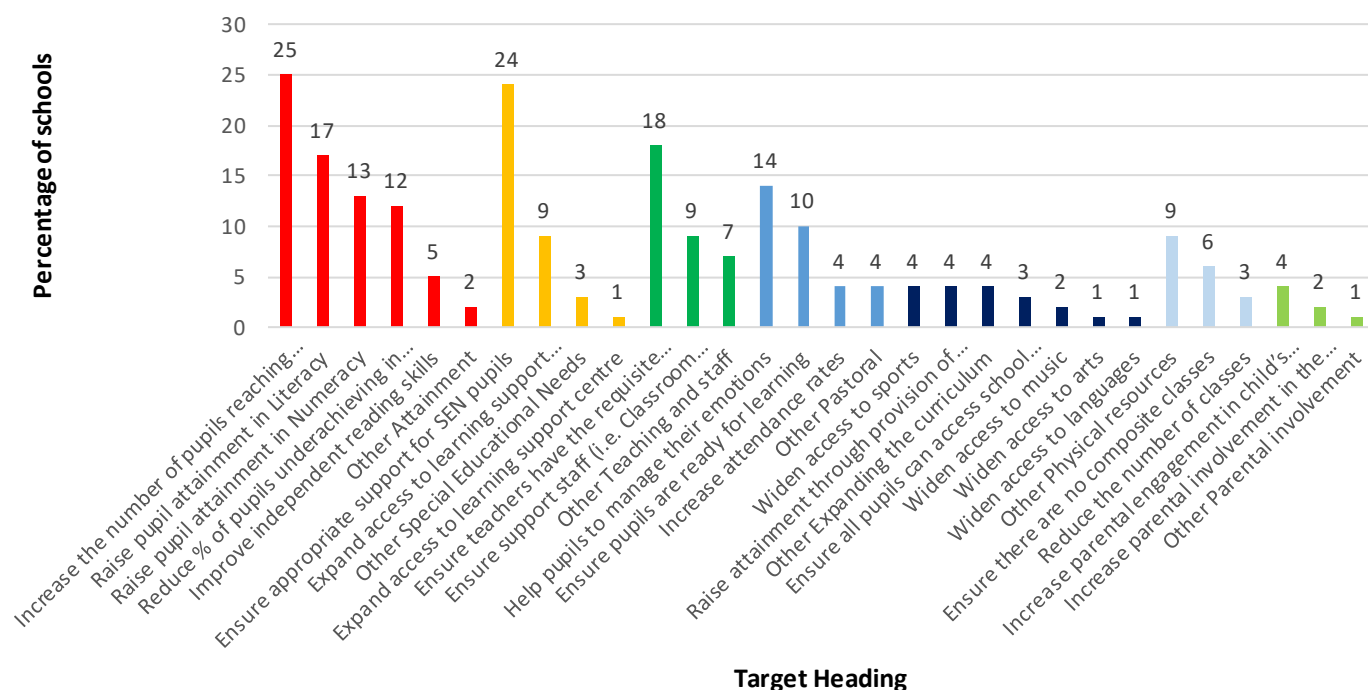


Figure 4: Target (objective) by percentage of schools



Section 2: Primary

**Harpur's Hill Primary School
(3016052)**

Budget - £140,453

Total Enrolment 252

FSME 57%

SEN 18%

Areas targeted for improvement

- Complex challenging needs
- Numeracy across the curriculum
- Literacy across the curriculum
- Mental health issues
- KS2 results for literacy/numeracy
- Lack of readiness for school
- KS1 results for literacy/numeracy

Targets and Impact

Ensure appropriate support for SEN pupils

The classroom assistants working with smaller groups in the afternoon have also had a significant impact on getting the children ready to learn and supporting our underachievers. Our SENCO has coordinated the support required across the school and supported our low achievers through targeted withdrawal groups.

Every class has a classroom assistant, trained to support those children who are in most need of support. This will continue next year, where we will focus on numeracy as well as literacy, as our End of Year results have highlighted areas of numeracy that need addressed. More children have benefited from our intervention programmes this year and our full-time SENCO has a full timetable, with the increased numbers on our SEN register.

Reduce % of pupils underachieving in (English/maths/IT/subject X)

Following Covid, we carried out our first real set of standardised tests at the end of May. We now have concrete evidence of where we are at now and the all the teachers and classroom assistants will be more focused next year on reaching the targets, as set out in our TSN planner.

With the impact of COVID, it is difficult and wrong to say that this initiative hasn't made any difference but our results in our standardised tests, whilst slightly higher than the previous year, are still indicating one of the lowest years we have had for some time. It is safe to say that results would have been a lot lower but for the interventions we put in place.

Ensure pupils are ready for learning

We are now back to some sort of normality within our school setting and a lot of our energy this year was getting the children back into school and getting their mindset ready for learning. The majority of our children, whilst very resilient, lacked the confidence and self-esteem required, to make improvements in their learning and home schooling had a massive negative effect on their learning. We have now the greatest number of children, in my 20+ years at the school, known to Social Services.

All the children are now back into school and although some parents still use Covid as an excuse for not sending them in, if they have a cold or runny nose, the attendance figures have risen month by month. This is something that we have been proactive in monitoring and involving the EWO where required. The classroom assistants working with smaller groups in the afternoon has also had a significant impact on getting the children ready to learn and supporting them in their areas of need. Our SENCO has coordinated the support required across the school and supported our low achievers through targeted withdrawal groups.

Knockmore Primary School (4013334)

Budget - £91,464

Total Enrolment 237

FSME 52%

SEN 54%

Areas targeted for improvement

- Numeracy across the curriculum
- Literacy across the curriculum
- Mental health issues

Targets and Impact

Ensure there are no composite classes

The school now has 7 mainstream classes from primary 1 to 7. This was implemented in January 2022. Underachievement has reduced from both 39% in literacy and numeracy in June 2021 to 14.7% in numeracy and 23.9% in literacy.

This is a fantastic drop in underachievement. Underachievement in numeracy has dropped by 24.3 percent. Underachievement in Literacy has dropped 15.1 percent.

Ensure teachers have the requisite knowledge to provide appropriate interventions to tackle underachievement

Underachievement in numeracy has dropped by 24.3 percent. Underachievement in Literacy has dropped 15.1 percent.

Whilst there has been a remarkable drop in underachievement over this academic year, it is very much the vision and intention of the school to reduce these numbers even further. We would aim to have underachievement below 10 percent in both literacy and numeracy within our mainstream over the next three year development plan cycle.

Help pupils to manage their emotions

Over £8,000 was spent this year on resources from Learning space. This included calm boxes, and PDMU lending library of books, sensory equipment, bespoke softplay and staff training.

Knockmore Primary School has a high level of Special Educational Needs in the school. We have over 95 statemented children currently, many of whom have difficulty managing their emotions. It is hoped that the equipment purchased will be beneficial to all pupils and give them space and time to regulate when in crisis. Learning Space will be installing the new equipment over the summer holidays of 2022.

Additional Note

We measured our underachievement by using GL assessment. Using CAT (Cognitive ability testing) PTE (Progress through English) and PTM (Progress through Maths) we use standardised scoring to measure pupils' attainment against their cognitive potential. During the pandemic underachieving pupils or pupils scoring significantly below their potential level in literacy and numeracy had raised to 39% due to a variety of pastoral and unavoidable reasons. These included missed schooling, remote learning etc. Last year we targeted these pupils using class teacher action plans and invested heavily in resources as well as overhauling our planning format. We had staff monitoring lessons, books and used ENGAGE funding to have extra learning support staff over and above what we already had in place.

The results spoke for themselves. Within one year we reduced underachievement in June 2022 to 14.7% in numeracy and 23.9% in literacy. We are in an area of high social need so we were very proud of these results and the improvement seen across the school in the delivery of lessons and pupil learning and retention.

St Kieran's Primary School (4036480)	Budget - £344,901 Total Enrolment 385 FSME 79% SEN 25%
Areas targeted for improvement <ul style="list-style-type: none"> • Complex challenging needs • Numeracy across the curriculum • Literacy across the curriculum 	
Targets and Impact Ensure support staff (i.e. Classroom Assistant) have the requisite knowledge and skills to support pupils and teachers The investment in ensuring each class has access to a Classroom Assistant full or part time has had a significant impact on educational attainment and the children's social skills. Early analysis of annual testing suggests improvements in all classes. This is positive for the future life chances of the children who attend St Kieran's PS and proves that the targeted deployment of staff is effective. The partnerships developed between teachers and classroom assistants ensured the educational and social needs of individual children were met to help them feel more settled in school and or help them with individual difficulties in Literacy and Numeracy. Concentrated support could be provided due to the investment made. Other Teaching and staff Attempting to keep a PTR of approximately 20 pupils, along with concentrated Classroom Assistant support as discussed above, has been proven to have a positive impact on both educational and social performance. Initial analysis of assessment data shows that there has been an increase in pupils reaching better levels of attainment in both Literacy and Numeracy. This, in my view, has been due to how TSN money has been targeted along with new initiatives implemented to improve performance in these subjects.	

**Taughmonagh Primary School
(1010301)**

Budget - £142,569

Total Enrolment 261

FSME 62%

SEN 36%

Areas targeted for improvement

- Complex challenging needs
- Numeracy across the curriculum
- Literacy across the curriculum
- Mental health issues
- Lack of training for staff
- KS2 results for literacy/numeracy
- Lack of community involvement
- Lack of readiness for school
- KS1 results for literacy/numeracy
- Barriers to learning

Targets and Impact

Increase parental engagement in child's educational experience

Definite opportunities for more parental engagement through class events, meet the teacher etc

Increase the number of pupils reaching their potential

SEN groups daily (P2-P4) Full time Nurture Class Small targeted nurture groups in KS2 TSN Teacher (P5-P7) taking groups 4x week 30 children accessing Nessy programme to support literacy/ dyslexia. Classroom Assistant taking reading groups P3/4 - better Reading. 7 children accessed Harberton support. 3 pupils accessed direct teaching from EA literacy service and advice/guidance provided for 3 other pupils.

Attainment levels in literacy have improved overall but particularly amongst the Harberton support children. 86 percent showed improvement.

Help pupils to manage their emotions

Play Therapy SPACE counselling 7 pupils have had play therapy (by teacher who is being part funded by school to complete her training) 12 pupils have accessed counselling.

Definite evidence of need for these interventions - children presenting with higher level of issues than pre Covid. Pupils who engaged are more settled, positive and ready to learn.

Ensure support staff (i.e. Classroom Assistant) have the requisite knowledge and skills to support pupils and teachers

Classroom Assistants trained in following areas:- Level 3 nurture Sensory Room Dyslexia ASD Tier 1 ASD Sensory processing Understanding and supporting child development in mainstream classroom.

Shared whole school approach and vision due to training of all staff Classroom Assistants able to target small groups to manage sensory needs Nurture in 5 Theraplay still to be completed – will enable more intervention programme.

Increase parental involvement in the school

Parental involvement has been limited due to COVID. The Sports Day PEG group re-established alongside a BINGO FUN DAY.

There has been a very positive response to events highlighting the importance of continued parental engagement.

Reduce % of pupils underachieving in (English/maths/IT/subject X)

SEN groups daily (P2-P4) Full time Nurture Class Small targeted nurture groups in KS2 TSN Teacher (P5-P7) taking groups 4x week 30 children accessing Nessy programme to support literacy / dyslexia. Classroom assistant taking reading groups P3/4 - better Reading 7 children accessed Harberton support, 3 pupils accessed direct teaching from EA literacy service and advice/guidance provided for 3 other pupils.

Attainment levels in literacy have improved overall but particularly amongst the Harberton support children. 86 percent showed improvement NIP used to support pupils in P4. Pupils demonstrating value added progress.

Nessy helping to maintain and/or increase learning. Resources have been made available to all staff Theraplay Nurture in 5 to be introduced more widely.

Ensure teachers have the requisite knowledge to provide appropriate interventions to tackle underachievement

Dyslexia training for all staff Assessment data to analyse data to identify underachievement. SEN Teachers provided with whole school provision map and Whole school nurture training I Level 3.

Teachers more aware of pupils working within cognitive ability Learning objectives more tailored to meet specific need.

Expand access to learning support interventions

Nessy and Numicon interventions programme were two new interventions introduced Nurture staff trained in theraplay Hand strengthening groups Better Reading.

NIP used to support pupils in P4. Pupils demonstrating value added progress. Nessy helping to maintain and/or increase learning. Resources have been made available to all staff Theraplay Nurture in 5 to be introduced more widely.

Ensure appropriate support for SEN pupils

Increased numbers of pupils with classroom assistant hours Therefore increased numbers of adults within classes. Classroom assistants support pupils individually but also through small group activity enabling more of them to access support.

More settled behaviour IEP targets being achieved The impact of additional adults has highlighted the need for ongoing SEN support.

Victoria Park Primary School (1016655)	Budget - £236,965 Total Enrolment 395 FSME 61% SEN 22%
Areas targeted for improvement <ul style="list-style-type: none"> • Complex challenging needs • Numeracy across the curriculum • Literacy across the curriculum • Mental health issues • KS2 results for literacy/numeracy • Lack of readiness for school 	
Targets and Impact <p>Raise pupil attainment in Numeracy After a through programme of support, using schools own Learning Support teacher and a range of interventions, the majority of the children have achieved results higher than expected in their standardised tests. Intervention programmes have also been implemented in all classes from the schools Maths Mastery scheme. TSN has complemented the support in place and allowed a wider spread of opportunity for those needing support.</p> <p>Majority of children achieved higher than expected and significant increase in standardised test. Also displaying confidence in their mathematical processes.</p> <p>Raise pupil attainment in Literacy As above, interventions put in place with Learning Support teacher. Pupils taken by TSN support allowed more concentrated support to be directed to underachieving pupils. Detailed underachievement plans put in place. Additional outreach support targeted children with additional needs. School's own Hearsay programme was implemented in Foundation stage for early intervention in Talking and listening support.</p> <p>Increase the number of pupils reaching their potential As above, the focused intervention programmes, TSN and use of the school's Learning Support teacher and outreach staff targeted areas identified by teachers.</p> <p>Attainment has increased in areas targeted. Many children scored higher than expected from previous standardised tests and gap within classes narrows as underachievers improve.</p> <p>Help pupils to manage their emotions Many programmes were put in place for pupils, staff and parents to support children particularly in ongoing Covid situations. School had already employed their own Counsellor but made use of Healthy Happy minds money to put in place smaller group support across P1 to P7.</p> <p>All children in school availed of group support in varying areas of emotional support. Some were short term and sufficient. Others will continue to be supported by school's own buy-in of counselling service.</p> <p>Ensure pupils are ready for learning Through improvements above, following on from Covid recovery, children have shown the interventions have been successful. Increased emotional support above, led to children being ready then to learn more successfully.</p> <p>Children are learning to deal with emotions. Know where to seek help within school and are therefore in a much better position to focus more clearly on learning.</p> <p>Ensure teachers have the requisite knowledge to provide appropriate interventions to tackle underachievement TSN gave an additional layer of support which teachers played a part in, as well as extra teacher to coordinate overall programme. The KS2 focus from TSN allowed Learning Support from school staff to put in place early intervention measures for Foundation and KS1 so many more children accessed SEN support. Staff availed of training, where possible, although that was limited due to non-contact opportunities through Covid.</p>	

Staff have acquired additional skills through training and coordination with school learning support and joint planning with outreach staff, implemented shared approaches for pupils.

Increase parental engagement in child's educational experience

This has been a challenging area in trying to improve attendance but surrounded by a massive increase in Covid, especially in Term 2, when staff were hit particularly badly by infection and absence. Despite this, all efforts were made to give on-going access and encourage return to school asap whilst following Public Health guidance.

Attendance is still lower than pre-Covid but efforts are on-going to continue to increase attendance to normal levels. An increased number of referrals were made to EWO.

Ensure support staff (i.e. Classroom Assistant) have the requisite knowledge and skills to support pupils and teachers

Training opportunities were made, when available, for staff to attend. All Classroom assistants, SEN and General attended Staff Development Days in school to be fully aware of interventions in class and supported teachers during teaching sessions.

Limited opportunities for training externally which will hopefully improve post-Covid. Staff worked closely with teachers to be fully aware of supporting in class.

Bunscoil Cholmcille (2036574)

Budget - £55,286

Total Enrolment 135

FSME 50%

SEN 21%

Areas targeted for improvement

- Composite classes
- Numeracy across the curriculum
- Poor quality classroom equipment
- Literacy across the curriculum
- Barriers to learning
- Improving pupils language skills across the curriculum

Targets and Impact

Increase the number of pupils reaching their potential

Resources/supports enabled us to provide additional interventions for pupils who needed it. A particular focus was on early intervention with both parenting information evenings facilitated by a specialist in this area followed up by intervention for targeted pupils in school. Withdrawn support in curricular/well-being areas was ongoing during the year provided a substitute teacher was available. A particular focus was also on well-being with dance, sport and music classes.

Early intervention worked well as parents were on board and there was a consistency between strategies in school and at home. For the pupils identified as needing additional support in EY, they were able to regulate emotions more effectively and were more ready to begin learning. Withdrawal support for other children from R3-R7 focused on literacy and numeracy. This had a positive impact on their progress generally. A few pupils benefitted from 1-1 as they were self-conscious of where their abilities lay in relation to the rest of the class but worked very well when working with a teacher face to face. Additional Stile resources were very helpful as the pupils were able to self-correct if they needed to.

Language development was a concern on return from Covid, as a school, we reviewed our literacy planners and adopted a whole school approach where every class from nursery up focused on the same basic topics but were planned to reflect language development from year group to year group. Different strategies were put in place to reflect this, we aimed to use the outdoors more especially in EYFS for lessons, characters from favourite storybooks were displayed on the school fence, the pupils will this school year be adding to this by adding speech bubbles, useful words and phrases etc. Classroom assistants aided this by working in groups with pupils who we identified needed additional support with language and literacy.

**Edendork Primary School
Dungannon (5032585)**

Budget - £44,866

Total Enrolment 294

FSME 23%

SEN 17%

Areas targeted for improvement

- Complex challenging needs
- Numeracy across the curriculum
- Literacy across the curriculum
- KS2 results for literacy/numeracy
- KS1 results for literacy/numeracy

Targets and Impact

Raise pupil attainment in Literacy

Through a mix of smaller classes, Early intervention and extra support we hope to achieve a narrowing of the gap between high achievers and underachievers. Providing appropriate support to SEN pupils is also an action we worked to bring about.

By June 2022, 10 children out of the targeted 13 Primary 2 students achieved level 7 and above in PM reading. Further targeted support required next year for this group to narrow the gap.

In NGRT tests completed June 2022, 7 children from P.5 to P.7 are still achieving much lower than expected in reading this is 8 less children than in September 2021.

In PTE completed June 2022. 11 children (4 boys 7 girls) from P.5 to P.7 now achieving LE or MLE in PTE, 4 less than September 2021.

**Glendermott Primary School
(2032212)**

Budget - £50,689

Total Enrolment 195

FSME 36%

SEN 12%

Areas targeted for improvement

- Composite classes
- Large class size

Targets and Impact

Ensure pupils are ready for learning

Due to the pandemic the opportunity to impact parents was limited, while we did digitally send home and offer a lot of chance for interaction a lot of our parents prefer the face to face element of support. This was demonstrated in the final term when parents able to attend in school workshops. Speech therapist was a moderate success in Nursery but school feel that this could be better achieved by training up existing nursery staff. Ability to have single classes throughout the school has really benefited the school this year, teachers have been able to concentrate on groups, and small group intervention has helped with early identification of underachievement.

Increase the number of pupils reaching their potential

Ability to have one of each year group allowed Principal to focus on early intervention small group work- more in last term due to covering for Covid related absences. In Year 5 PTM (Progress Test in Maths) 90 percent of children were reaching expected levels, compared to 67 percent the previous year. In Year 7 PTM (Progress Test in Maths) 100 percent of children were reaching their expected levels. In Year 6 PTE (Progress Test in English) 92 percent of children reached their expected levels up from 74 percent and in Year 7 PTE (Progress Test in English) 95 percent reached their expected levels up from 87 percent. The increase in staffing levels allowed us to increase the number of children withdrawn for intensive periods of support.

Section 3: Post Primary

St Cecilia's College (2230188)	Budget - £466,520 Total Enrolment 860 FSME 58% SEN 21%
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Areas targeted for improvement	
<ul style="list-style-type: none"> • Persistent Behavioural challenges • Large class sizes • Level of Suspensions • Poor attendance • Alcohol/drug abuse • GCSE results for English • KS3 results for English/Maths • Literacy across the curriculum 	<ul style="list-style-type: none"> • Mental health issues • Lack of readiness for school • Barriers to learning • Achievement of particular groups of pupils e.g. LAC/Newcomers/SEN/Travellers etc.

Targets and Impact
<p>Widen access to languages</p> <p>We used TSN money to fund language assistants in Spanish, Irish and French. These assistants were able to do small group work with pupils in order to promote all 3 languages. As a result of this we have a healthy number of pupils opting to study languages at GCSE and can run all 3 languages at GCSE. It also enabled us to provide specialist classes for young Irish pupils to give them the opportunity to do their GCSE Irish in Year 8 or 9.</p>
<p>Other Expanding the curriculum</p> <p>We used TSN funding to 'buy' in the LLS coaching course. This is equivalent to 3 A Levels. 100% of pupils who did this course achieved a minimum of MMM (CCC grades) We also used funding to buy in a dance teacher to deliver GCSE and A level dance. Pupils engaged in these areas showed increased levels of attendance and achieved at higher than predicted levels on these subjects.</p>
<p>Widen access to music</p> <p>We employed an additional Music teacher to promote creativity and a love of learning with those pupils who may be 'switched off' by traditional teaching strategies. The music teacher offered a wide range of extra-curricular activities and access to both singing and instrumental lessons that our pupils would not normally access. We did note a slight increase in attendance and a narrowing of the gap between FSME and non-FSME pupils who became involved in the extra-curricular activities.</p>
<p>Reduce % of pupils underachieving in (English/maths/IT/subjectX)</p> <p>10% Increase in the number of children receiving support through the development of our Aspire Hub.</p>
<p>50% of targeted pupils achieved improvements in levels of progression in English and Maths as highlighted in the assessment cycle reports. Improvement in access to intervention programmes through early identification of pupils needing support. Identification primarily through analysis of Assessment cycle results, poor attendance or Year Head referral.</p>
<p>In spite of our best efforts we are struggling to note a narrowing of the gap between FSME and non-FSME. This is primarily due to a correlation between the attendance rates of our FSME pupils compared to non-FSME.</p>
<p>Increase in the number/percentage of pupils reaching the expected level at each key stage as demonstrated through our assessment cycle data.</p>
<p>The TSN funding was used to buy in additional English support, study support, careers support, pastoral and attendance admin support. Programmes put in place to support pupils at all levels in the school through our Aspire Hub and GCSE support groups reduced levels of underachievement across English and Maths. This has been clearly demonstrated in our assessment trackers for pupils who accessed our intervention programmes and hopefully will be further demonstrated in our GCSE results in Aug 2022.</p>

Help pupils to manage their emotions

Improvement in access to intervention programmes through the employment of a full time CBT specialist and an additional FACT worker. Access was improved by over 100%.

Again despite our best efforts the narrowing of the gap between FSME and non FSME has had some impact but certainly not to the extent we would have envisaged. This is primarily due to attendance rates.

Our attendance rates have fallen significantly this year due to the direct AND indirect impact of Covid.

The number of children receiving support has increased by over 100% as a direct result of employing an additional FACT worker and CBT specialist.

TSN funding used to buy additional pastoral support including an additional full time CBT specialist and FACT worker has allowed us to provide much needed support for identified pupils AND their families. This has been critical in encouraging pupils to come to school but more importantly 'life saving' in a post Covid world with severe limitations to access to CAMHS services.

Increase the number of pupils reaching their potential

We used TSN funding to employ a FACT worker, CBT specialist, attendance administrator, study support and careers advisor. Pupils requiring support were identified throughout the year and individualised programmes put in place to support their needs.

Our employment of a FACT worker, CBT specialist, attendance admin time, study support and careers advisor were invaluable in allowing us to ensure that we were able to: -Improve access to intervention programmes Increase in the number of children receiving support Due to low attendance rates this did not have the level of impact expected on all pupil progress. We do recognise, however, that without the support provided that the impact of Covid would have been much more detrimental on pupil progress and well-being.

Limavady High School (2210302)	Budget - £310,904 Total Enrolment 809 FSME 37% SEN 13%
Areas targeted for improvement <ul style="list-style-type: none"> • GCSE results for English • GCSE results for any subjects • Mental health issues • GCSE results for maths • Achievement of particular groups of pupils e.g. LAC/Newcomers/SEN/Travellers etc. 	
Targets and Impact <p>Other Pastoral The school appointed a home school liaison officer who worked with some of our most vulnerable children to support their mental health and wellbeing. 17 children were supported. Presenting needs included, anxiety, family breakdowns, bereavement, behavioural issues and offer support post COVID-19. The officer also liaised with parents and the pastoral team regularly providing support, updates and alerts the designated teacher of any safeguarding concerns.</p> <p>There was a reduction in the waiting time for pupils who require counselling or mentoring. Pupils reported that they found the officer approachable and enjoyed meeting with her. Several pupils requested an extension to the support. Pupils who demonstrated risk taking behaviour have been supported to remain in mainstream education. Parents have reported that they value the support and have witness a clear improvement in their child's mental health and wellbeing.</p> <p>Expanding the curriculum 12 pupils (1 girl, 11 boys) have completed the Level 3 Extended Diploma in Sport which is equivalent to three A Levels.</p> <p>The pupil outcomes will be known in August 2022. Interim results and external moderation (portfolio units) provide evidence that all pupils are on track for a minimum of 3 pass grades. Pupil attendance has been above the year group average and engagement was excellent throughout.</p> <p>Increase the number of pupils reaching their potential The school provided teacher release by backfill which enabled smaller focus groups and one to one support. The school was also able to use this resource to reduce class sizes in both year 11 & 12.</p> <p>Module results (November, January and March) show that this support has increased the attainment of our pupils. The overall outcome and impact will not be known until August 2022.</p> <p>Reduce % of pupils underachieving in (English/maths/IT/subjectX) School appointed teaching staff to facilitate small group and one to one support. HOD were released for MER meetings with Principal and Vice Principal (Curriculum & Standards) to review strategies and targets. Staff released for CPD focusing on research informed practice – underachievement in Boys. Members of the SLT allocated responsibility for the outcomes of our FSME pupils with a reduction in her teaching timetable.</p> <p>The pupil outcomes will be known in August 2022. Module results (November, January and March) show that this support has increased the attainment of our pupils. All meetings have a set of formal minutes and action points reviewing the impact of strategies and identifying underachievement.</p>	

Priory College (4250024)	Budget - £241,027 Total Enrolment 706 FSME 37% SEN 36%
<p>Areas targeted for improvement</p> <ul style="list-style-type: none"> • Complex challenging needs • Numeracy across the curriculum • GCSE results for English • KS3 results for English/maths • Literacy across the curriculum • GCSE results for any subject • GCSE results for maths 	
<p>Targets and Impact</p> <p>Reduce % of pupils underachieving in (English/maths/IT/) The college values the impact that appropriate and timely intervention can have when used consistently across the Key Stages. We also appreciate the requirement for ongoing staff training and monitoring and evaluation in this area. As such we ensured that a senior member of staff was given this responsibility and that their original duties as HoD were temporarily out-sourced to afford maximum traction in the area of meaningful interventions.</p> <p>A whole school approach to target setting, common assessment tasks, standardisation and moderation, DIRT time and interventions is operational. Significant staff training has taken place across all departments which is supported by a new Senior and Middle Leader coaching structure. After each intervention window a detailed report is produced to show impact and next steps. The overarching pattern is that intervention supports pupils in meeting their agreed targets across the subject areas.</p> <p>Raise pupil attainment in Literacy A literacy and separate numeracy intervention teacher have been employed by the college to work alongside TSN II. This involved baseline testing both through PTE / PTM and in house diagnostics. Individual intervention plans were created and pupil engagement and progress monitored.</p> <p>The respective teachers in charge kept detailed and regular records of pupil's progress against expected targets. Pupils were aware of what they were doing well and how to improve, and success was celebrated along the way. Parents were a part of this dialogue and in addition to academic progress significant improvement in self-esteem and self-belief as learners was a common theme. These reports were shared with the relevant HoD and VP.</p> <p>Reduce the number of classes For pupils with barriers to learning, who tend to be on our silver and blue pathways, we drill down into the data regarding the learners there in. For example we look at PTE, PTM, CAT and professional judgement including pastoral profiling. On this basis we determine the suitability of class size, and when thought appropriate, to maximise pupil support and outcomes, extra classes are included in the curriculum model, thus reducing class pupil numbers.</p> <p>Feedback from staff, pupils and parents indicates that this model affords the necessary level of intervention in order that all learners progress in line with their ability, despite a plethora of barriers to learning which are present.</p> <p>Ensure teachers have the requisite knowledge to provide appropriate interventions to tackle underachievement</p> <ol style="list-style-type: none"> 1. Resources and expertise purchased to support the college on its journey toward becoming a Thinking School. This has been through Thinking Matters. 1. The college has trailed a roll out of the iPad as a learning support tool for SEN pupils and staff supporting them. 2. Engaged with iAbacus as a whole school monitoring and evaluating platform to enhance quality of provision and up skill staff in professional self-reflection. 3. GCSE pod has been purchased, staff trained & rolled out. 	

Pupil focus groups indicate that teachers are acting as cognitive coaches and are using strategies to support the strengthening of neural pathways. Staff feedback shows an increased use of effective questioning and the use of visual thinking to avoid cognitive overload. Linked to the science of learning, whole school lesson observations demonstrated wide spread use of intelligent learning behaviours and habits of mind.

Increase parental engagement in child's educational experience

The college identified a need to provide staff with access to phones in order to facilitate meaningful, regular dialogue around pupil performance. This purchase also aligned with the pastoral initiative regarding 'positive phone calls.'

Feedback from parents and staff. Staff voice was positive in terms of feeling secure that they were not making calls from a personal mobile. This supported a much wider uptake of this service than was previously seen, as per the audit carried out by the Leader of Pastoral Care and Welfare. Very high praise from parents who were delighted to receive positive phone calls about their children.

Expanding the curriculum

We have maintained our ALC links with significant numbers of pupils attending courses at Ashfield Boys, Girls and SERC. We have increased curriculum option choice at both KS4 and 5. The college has invested in a study supervisor for sixth form to work alongside the pastoral team in providing bespoke support for pupils.

Pupil outcomes remain strong with positive feedback in terms of experience and quality of provision from pupils and link staff from partner providers. The stability of having a designated study supervisor for sixth form has afforded trusted and continued opportunities for pupil conversations focused on pupil progress. This has also supported pupil attendance and engagement with DIRT time. Individual routines and study habits have been established.

St Colm's High School (4230223)	Budget - £448,536 Total Enrolment 602 FSME 73% SEN 55%
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Areas targeted for improvement <ul style="list-style-type: none"> • Complex challenging needs • Numeracy across the curriculum • GCSE results for English • KS3 results for English/maths • Literacy across the curriculum • GCSE results for any subject • GCSE results for maths
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Targets and Impact Increase the number of pupils reaching their potential <ol style="list-style-type: none"> 1. Pastoral Teams meet regularly to target poor attenders and put strategies in place for intervention and support. 2. Investment in diagnostic software aimed at identifying pupil learning needs. 3. Target setting developed to effectively identify pupils likely to achieve grade C or better in each subject area. 4. Pupil mentoring facilitated in Form Teacher timetables to target pupils in need of support. Template designed and used by Pastoral Teams. 5. Support classes provided to withdraw targeted pupils for intervention with Literacy and/or Numeracy. 6. Social Communication Centre continues to operate to cater for pupils with complex and additional needs and to help with transition. 7. Our continued involvement in the Creative Schools Programme should allow improved parental engagement. 8. Board of Governors agreed to increase departmental budgets for 2021 - 2022 to enable increased spending on books and learning materials. <p>Targeted intervention for pupils in need following analysis of baseline data, tracking scores and teacher perception.</p> <p>Accelerated Maths and English programmes paid for and used by both departments. Lexia diagnostic software purchased and used by English Department. 20 additional Chromebooks provided for English Department to enable frequent use of Lexia Programme.</p> <p>Department budgets increased which has enabled textbook sets and other resources to be bought in. Covid pandemic has had a negative impact on attendance and this continues to be the case. Still remains a challenge.</p> <p>Examination performance - at GCSE level:</p> <ul style="list-style-type: none"> • 94 percent of pupils achieved 5 or more GCSE grades A* to C. • 44 percent achieve 5 or more to include English and Maths.
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- 94 percent of pupils entitled to Free School Meals achieved 5 or more GCSE grades C or better ,
- 47 percent achieved 5 or more grades C or better to include English and Maths.

At advanced level we are reviewing our provision. Only a small number of students sit 3 A level qualifications but this should increase with numbers continuing to rise. The current headline figures are:

- 6 percent of the cohort achieved 3 A* to C grades
- 47 percent achieved 3 A* to E grades
- 59 percent achieved 2 A* to C grades and
- 100 percent achieved 2 A* to E grades

Reduced class sizes introduced for GCSE English and Maths at KS4 as a priority and in keeping with SDP priorities. Target setting has proved to be very effective and accurate in targeting pupils for a grade C or better and for those at risk with a view to implementing intervention strategies.

Involvement in Creative Schools Programme has had a huge impact on the self-esteem, confidence and wellbeing of pupils involved as well as positive CPD experiences for staff. Pupil mentoring very effective in supporting pupils with a range of issues - meetings arranged, targets set and progress reviewed. Social Communication Centre well embedded into the curriculum and provides tangible benefits for pupils to help with transition to mainstream. Over £17,000 pounds spent on software to enable us to baseline pupils in Literacy and Numeracy, diagnostic software to help identify learning needs etc. Very beneficial for informing intervention strategies. Increased provision in Literacy and Numeracy for withdrawing pupils with a Stanine of 1 to help reduce barriers to learning. Form Time very effective in addressing the preventative curriculum.

Hazelwood College (1260269)	Budget - £674,776 Total Enrolment 1,078 FSME 56% SEN 24%
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- Areas targeted for improvement**
- Lack of after school clubs
 - Poor attendance
 - Mental health issues
 - KS2 results for literacy/numeracy
 - GCSE results for maths
 - Barriers to learning
 - Achievement of particular groups e.g. LAC/Newcomers/SEN/Travellers etc.
 - The effective use of Onsite Social Workers to promote student wellbeing

Targets and Impact

Ensure appropriate support for SEN pupils
Classroom assistants assigned with smaller groups in the afternoons has had a significant impact on minimising barriers to the curriculum by getting the children ready to learn and supporting our underachievers. Our SENCO has audited and coordinated targeted support required throughout departments in the school. This has been consolidated with short-term, bespoke interventions supported for under-achieving students.

Every form class has a classroom assistant, trained to support those children who are in most need of adult assistance. This practice will continue as we begin to focus on numeracy as well as literacy using the data analysis from three data drops. The whole-school data analysis indicates a need for long-term focus on improving numeracy standards. More children have benefited from our intervention programmes, our full-time SENCo has specialist departmental classroom assistants to support the Key Stage three, four and five curriculum offer.

Literacy support CA - The Hornet Literacy Program
The Hornet Literacy Primer's main function is to provide a linguistic framework for students who are showing a deficit in phonological processing. This leads students to have difficulty connecting speech sounds to letters creating problems in learning to read, write and spell. The students identified for this support have difficulty in oral language, sight word recognition (orthographic processing), processing speed, attention, working memory, and/or comprehension. The Hornet Literacy Primer deals with the fundamental structures and conventions which operate within our language. Students learn that language moves from left to right and that order and structure rule language eliminating the whole word guessing and memory that has failed these students in the past. 37 students were identified for this program, over 70% partially met their set targets during the academic year.

Literacy Specialist teacher
The role of the Specialist Literacy Teacher is to build confidence and support pupils with literacy difficulties.

The literacy intervention has been a success considering the context of school closures and students absences linked to the pandemic. This intervention is vital for our SEN, low ability and underachieving students to achieve their full potential. Building confidence and resilience is incorporated into it. A Dyslexia club was created and facilitated collaboratively with a specialist Classroom Assistant, this empowered our dyslexic students to ask for specific help they needed to break down barriers to their learning that they felt they couldn't in their timetabled lessons. Students acquired strategies to support their own learning. The literacy intervention created a positive approach to literacy/English with establishing two members of staff as key contacts for the students to bridge communication between subject teachers and students. Based on the targeted 22 Year 8 and Year 9 students, only 8 students are identified as needing to continue with this support next year.

Nurture Intervention
A Nurture group is a focused intervention, running across three terms, working with students who have social, emotional and behavioural difficulties which make it harder for them to learn and engage fully in a mainstream class. The Nurture teacher and specialist Classroom Assistant established Mini Nurture Groups in Year 8, 9 and 10 using internal tracking data and PASS data. Each group consisted of between 4 to 6 children. Children attending the nurture group remained an active member of their form class, spending short times within the nurture group according to their need, and typically returned full time to their own form class within two terms. The Mini Nurture

Groups assessed learning and social and emotional needs and give tailored help to remove the barriers to learning. The relationship between the two members of staff was key to providing a safe space for our students. It was evident that the students progressed academically and socially. They developed confidence, become responsive to others, built self-respect and took pride in behaving well and in achieving individually and collectively as a group. The college adapted the six principles of Post Primary nurture groups:

- Children's learning is understood developmentally
- The classroom offers a safe base
- Nurture is important for the development of self-esteem
- Language is understood as a vital means of communication
- All behaviour is communication
- Transitions are significant in the lives of children

Of the 17 students, 57% students achieved their expected outcomes with 43% partially achieving their outcomes. The staff members recognise that their practice will need to develop as they respond to the changing needs of our students, both on entry to the group and as they move through their key stages particularly from primary to post-primary, year-to-year and GCSE options process.

Section 4: Special Schools

Roddensvale Special School (3316514)	Budget - £11,564 Total Enrolment 179 FSME 41.3% SEN 100%
Areas targeted for improvement <ul style="list-style-type: none"> • Complex challenging needs • Mental health issues • Barriers to learning • Complex Sensory Needs • Trauma Informed Practises 	
Targets and Impact <p>Ensure appropriate support for SEN pupils</p> <p>Through TSN we were able to purchase a range of resources to meet the needs of pupils with SEN effectively. Sensory needs were met through the purchase of sensory integration equipment which allowed us to set up sensory circuits in collaboration with the Occupational Therapist and provide a sensory diet for pupils, helping them to regulate effectively. Resources to develop PD, Literacy, Numeracy and the Arts provided a rounded curriculum for pupils & increased their engagement with learning.</p> <p>The purchase of additional resources and access to appropriate SEN provision has had an extremely positive impact on pupils of all ages and abilities in the school. There are now appropriate sensory integration resources for each class to help keep pupils regulated and ready to learn. It has tied in well with the nurture and Trauma Informed Practice approach used in Roddensvale School. The resources provided through TSN have improved access to the curriculum and learning, allowing pupil's hands-on learning at a level appropriate to their developmental level. Unless pupils feel safe and their sensory needs are met, they cannot learn. TSN funding has been vital in securing resources to allow pupils to meet their wellbeing and sensory needs in a nurturing environment, before accessing learning which is enhanced by the provision of appropriate resources.</p> <p>Other Attainment</p> <p>Communication is vital in SEN. We were able through TSN to purchase Alternative and Augmentative Communication devices and resources to encourage early communication for pupils through the entire school. We were also able to expand the resources used for the Curiosity Programme, where novelty is key.</p> <p>There have been improvements in communication through the provision of resources purchased via TSN. Many pupils are non-verbal, but the acquisition of AACs has allowed them to find their voice and communicate throughout the day, through play sessions and at meal times. Early communication is developed through the Curiosity Programme and we were able to expand the range of resources used for this, as novelty is key to this programme. Close liaison with Speech and Language Therapy throughout the programme, seeking their guidance when purchasing items, has resulted in a high impact delivery that has benefitted the pupils and improved their engagement and access to learning.</p>	

Castle Tower School (3316676)

Budget - £36,355

Total Enrolment 351

FSME 47.6%

SEN 100%

Areas targeted for improvement

- Persistent Behavioural challenges
- Complex challenging needs
- Barriers to learning

Targets and Impact

Ensure appropriate support for SEN pupils

All resources installed and purchased have had a significant impact on the day to day life of pupils at Castle Tower School. Resources purchased include sensory installations (waterbeds, lighting, a variety of Southpaw Resources and a nursery swing rig installation), classroom resources including sensory and primary art resources. These resources have enabled us to increase access to SEN provision and ensure our pupils are getting the best support necessary to meet their individual and sensory needs.

