

Case Study 1 – *Peter (name changed)*

Peter lacks confidence; he struggles with his literacy skills, particularly writing. He is impulsive and needs constant reminders to put his hand up in class as he interrupts continuously at times. This is often because he thinks of something to contribute but struggles to hold the thought until an adult can listen. He finds waiting and turn taking frustrating and can be loud or get louder. He also has a tendency to rush through his work without giving it the attention he is capable of. *Peter* struggles to control his behaviour which has impacted upon his learning. It has also impacted upon the learning of peers due to the amount of staff/adult attention required. During the spring term *Peter's* behaviour escalated dramatically resulting in non-compliant behaviour, many behavioural incidents recorded on sleuth (behavioural recording programme used in school). *Peter* was disengaged in his learning and presented as being very negative towards school, staff and his learning. He would not do any work and spent considerable time accessing the schools pastoral support centre.

Pupil premium money has supported an individual timetable to support *Peter* and to address the issues above. It has enabled *pupil* to access a three days a week programme in school, with an emphasis on re-engaging *Peter* in his learning.

To date this has been extremely effective. *Peter* has shown an increased engagement in learning and a willingness to complete his work. This can be seen in his workbooks but is also evident through sleuth data. There have been few negative incidents recorded on sleuth since the implementation of this programme. It is also evident in *Peter's* more positive interaction with staff and peers. *Peter* no longer presents such a negative approach to school, staff and his learning and I am sure this will help to raise his self esteem.

Report by teacher

Date