

Year 7 Specialist Student B (2 sessions of intervention per week)

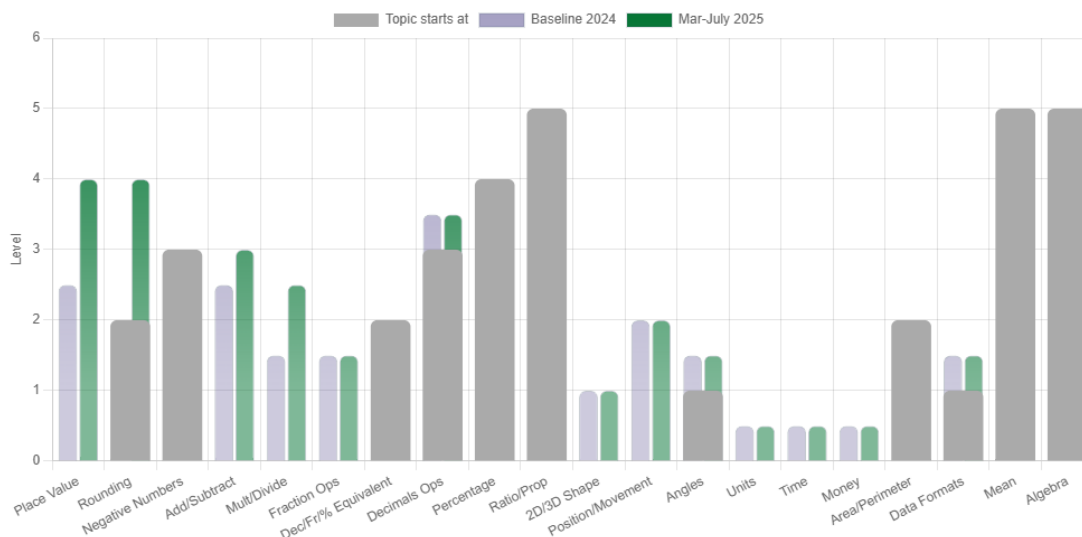
Duration of Intervention: (November 2024 to June 2025 – 28 weeks)

SATs Scaled Score	Date: July 24	Percentage (average): 14%	Scaled Score: 89
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	Maths Number Average		All maths Areas		Started Programme
	Year	Progress from baseline	Year	Progress from baseline	Average Year Group work
Baseline November 2024	Year 2.3		Year 1.6		Year 2/3
February 2025	Year 2.3	0	Year 1.7	+0.1	Year 2/3
June 2025	Year 3.1	+0.8	Year 2.0	+0.4	Year 4

Initial Baseline Assessment showed Student B was confident in numbers to 2-digits only, and relied on mental maths methods to add and subtract 1-digit and 2-digit numbers. However, without any secure written method, his answers were often inconsistent in accuracy. He found it challenging to recall times tables beyond 2, 5, 10s or solve multiplication or division calculations. He showed limited fraction knowledge, and, without deeper understanding, was unable to apply this or see links to decimals and percentages.

Progress on the number side of maths during 28 week intervention (November 2024 to June 2025):



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Topic Area	Progress (in years)	Topic Area	Progress (in years)
Place Value	+1.5	Fraction Operations	-
Rounding	+2	Decimal, Fraction, % equivalents	-
Negative Numbers	-	Decimal Operations	-
Add/Subtract	+0.5	Percentages	-
Multiply/Divide	+1	Ratio/Proportion	-

Average progress in number areas of maths:	+0.8 years
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Summary

Student B was **reluctant to engage at the start** and used **avoidance strategies**. He stated the work was too easy. He refused help from pictures or manipulatives – believing he didn't need these. After about 4 weeks, he slowly started to join in, and after a further few weeks, he **started to engage in lessons, complete all work, use manipulatives and pictures** and would even **ask if he could take work home** that he hadn't completed. **Confidence** has been noted in classes too.

Student Voice: 'I like Sir's lessons. He explains things to me and I get it. I like using cubes to help me.'

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