



Using one to one intervention to find and address weak areas and gaps for borderline pupils and push them through to greater depth.

Lytham Hall Park

Kerry Ainsworth
Assistant Head,
Year 6 Teacher and
Maths Co-ordinator



Location:

Lytham St. Anne's, Lancashire



School Size:

411 pupils



Intervention Type:

KS2 SATs Intervention



Target Pupils:

Year 6 at Expected,
with potential to move to
greater depth

Lytham Hall Park had previously run after school intervention with teaching staff to push pupils to ARE in their SATs, but this was very costly. Using Third Space Learning, they were able to reduce this cost and discover gaps in knowledge that allowed them to target class work as well and push the higher ability class to greater depth.

We came across Third Space Learning because other schools in our local authority had used the intervention

For the last few years, our approach to intervention has been to use teachers to work with children for an hour afterschool, with us paying our teachers the hourly one to one tuition rate. Third Space Learning enabled us to pull back a little bit on that cost. Also, one of our local cluster schools was very positive about it and had use it for many years. I was very impressed with what it would do for our school.

We used the intervention to give a boost to borderline pupils in our higher ability group

In preparation for SATs we group the children into ability groups. With the more able group you still have children at the bottom who are borderline, and in a bigger group they can get lost. What Third Space did, starting with the assessment, is really pinpoint for the teacher the areas that were clearly very wobbly for those borderline children. Then we had a really clear picture and were able to use more targeted homework and classwork to support those weaker areas. In some cases the weaker areas that were coming up for children were really big areas in the curriculum. In our teacher classroom assessments, we found that these areas had improved and I don't think that would have happened without the intervention.

The pupils have really enjoyed their sessions each week

The children really do enjoy it. From the minute the tutor starts speaking the children are absorbed in the session from start to finish. Concentration levels are really high, and at the end of sessions they say how they have enjoyed them. And they are always keen to do them as well.

We were able to continue the intervention during the school closures

For the COVID-19 period, we sent the pupils home with the headsets and with the information you provided. Because we chose our most independent children, the transition to learning from home went really successfully. Now we are going to move away from these children and move it to a few weeks of Year 4 or Year 5 children who are looked after children or in care, who have been in school throughout

We were able to use the assessments to guide class work

We found the assessment helpful and easy. The children really responded well to it. In terms of the data and the way it is translated, it is very easy and simple to use to inform teaching. Because Third Space send the weekly email, it keeps it at the forefront of your mind so that you remember to go on and click the link and check their progress each week

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