

6-Week Review

Young Person Details

Name: Joe Bloggs

Year Group: 8

Commissioner: Manchester City Council

School (main provider): Hope High School

Placement Type: 15 hours - Academic Core, Therapy, Mentoring.

SEN Status: SEN K

SEN Need & Detail: SEND assessment underway for neurodiversity

Date of Admission to Provision: 1st September 2025

Context of Learner on Entry: Joe has only 20% attendance at school prior to the placement. His attendance dipped in Year 7, as he struggled with the transition to mainstream and the anxiety this caused him around routines. He also found it difficult to form relationships, leading to him feel isolated in school. Joe has gaps in learning due to his disrupted education, but achieved average SAT's scores in both Reading & Maths, indicating he is academically able.

Photograph (if consent provided)

Progress Snapshot

	On Entry (information provided from school)	Now	Progress
Attendance	20%	84%	Excellent
Suspensions	0 FTS	0 FTS	N/A – not a concern
Positive Behaviour Points	5	20	Excellent
Reading Stanine on Entry	2	4	Good now only one stanine below average
Numeracy Baseline Assessment	12/50	30/50	Excellent
Emotional Health & Well-Being	Score: 3	Score: 7	Excellent

Personal Development

Careers Advice & Guidance	Personal Development Topics Studies
Visit to Electrician from Octagon Electrical to discuss routes into becoming an electrician “What I wish I knew at 13” session from older peer, who faced adversity, now in the workplace	Topic: Mental Well-Being & Relationships Sessions Delivered: - Understanding mental health - Emotional Literacy - Coping Strategies & Self-Regulation - Resilience - Seeking Support - Forming and sustaining relationships
Interventions Accessed	Emotional Health & Well-Being
As recommended by the EP working with Joe, he has engaged in the below interventions once a week:	Joe's wellbeing score has increased from a 3 to a 7, which is great to see. He reports feeling more confident to share his ideas with a trusted adult. He

- Starving the Anger Gremlin - Lego Therapy Joe has also partaken in Art therapy sessions with his therapist, who reports good engagement.	also stated: "I feel calmer and more able to learn because I'm listened to when I am finding it difficult".
Academic Development	
English	Maths
Topics Covered	Topics Covered
Curriculum Reading Study: Bram Stoker's Dracula <i>We read an abridged version of the text, analysed characters and setting, practiced embedding quotations & language analysis, and used key terminology & vocabulary related to Gothic literature.</i> Reading for Pleasure: Thirteen by Tom Hoyle <i>We read the whole of the text over the half-term, taking it in turns to be read to, and read aloud.</i> Writing: Gothic Creative Writing <i>We practised using figurative language, using new vocabulary, sentence formation, using the setting to create atmosphere, and creating convincing characters.</i> Literacy Intervention: Phonics Gaps & Fluency	Algebra – Expressions & Equations - Understanding Algebraic Notation - Substituting into Expressions - Simplifying Algebraic Expressions - Expanding Single Brackets - Factorising into Single Brackets - Solving One-Step Equations - Solving Two-Step Equations - Forming and Solving Equations from - Sequences – Term-to-Term and Nth Term Numeracy Fluency: Fractions, decimals & percentages
Assessment	Assessment
Reading Assessment: How does Stoker characterise Dracula? (see attached Joe's assessment piece for detailed feedback) Score: 19/25 Writing Assessment: Students wrote a creative piece of writing, inspired by a Gothic image. (see attached Joe's assessment piece for detailed feedback) Score: 15/25	Algebra KPI Test (see attached test for detailed feedback) Score: 32/50 Numeracy Baseline (re-test) Score: 30/50 (improvement on previous test of 16 marks – well done!) Numeracy Fluency Test (Fractions, decimals & percentages) Score: 12/20
Reading Progress	Numeracy Progress
Joe has increased his Reading Stanine from level 2 to level 4. This means he now only one stanine below "average". His SAS score improved from 69, to 95. (100 is average) His reading age improved from age 8 to age 12.	Joe's basic numeracy has improved hugely this half-term, as he improved on his initial numeracy baseline assessment by 16 marks.
Teacher Comments	Teacher Comments
Successes:	Successes:

Joe has made positive progress this term while studying <i>Dracula</i>. His reading fluency has improved, and he is now reading more confidently aloud, with greater accuracy and expression. He is developing stronger decoding skills and is becoming more secure in tackling unfamiliar or complex vocabulary, which has supported his overall comprehension of the text. In class discussions, Joe is beginning to show a clearer understanding of key events, characters and themes. He can identify language features such as imagery and descriptive techniques and is starting to explain their effect on the reader. With support, he can select relevant quotations from the text, and he is growing in confidence when analysing how tension and atmosphere are created. Joe's writing skills are developing steadily. He is structuring his paragraphs more clearly and is beginning to use evidence to support his ideas. His literacy skills have improved, particularly in sentence control and vocabulary choice, although there are still some errors in spelling and punctuation that he needs to check carefully. Overall, Joe is building a stronger foundation in both reading and writing and is engaging well with the Gothic genre.	Joe has made steady progress in developing his numeracy fluency this term. He is becoming more confident when converting between fractions, decimals and percentages and can use basic percentage strategies (such as finding 10% and 1%) to calculate amounts. He is increasingly accurate when substituting into simple algebraic expressions and can collect like terms with support. When working with fractions, Joe can simplify and find equivalents independently, but he still needs reminders when adding and subtracting fractions with different denominators. His written methods are improving, although he sometimes rushes calculations, which leads to avoidable errors. Overall, Joe is building a stronger foundation in number skills and is beginning to apply these in problem-solving contexts. With continued practice and careful checking of his work, he will continue to make good progress.
Next Steps: • Continue developing reading fluency by practising reading aloud with expression and accuracy. • Develop analysis by explaining the writer's methods and their effect in more detail (moving beyond simple identification). • Embed quotations more smoothly into analytical writing. • Improve accuracy in spelling, punctuation and grammar through careful proofreading.	Next Steps: • Practise adding and subtracting fractions with different denominators independently. • Improve accuracy when multiplying and dividing fractions. • Develop fluency with percentage increase and decrease. • Check calculations carefully to reduce avoidable errors.
Overall Comments on Progress Joe has made very positive progress over the half-term. Most notably, his attendance has improved significantly, which has had a clear impact on both his academic progress and overall confidence. He is engaging more consistently in sessions and is demonstrating a much more settled approach to learning. In Maths, Joe is developing stronger numeracy skills and is becoming more secure in key areas such as fractions, percentages and basic algebra. In English, he has made encouraging progress, particularly in his reading. His fluency has improved, and he is reading with greater accuracy and confidence. He is showing a better understanding of texts studied and is increasingly willing to contribute to discussion. Joe has grown noticeably in confidence this half-term and reports that he is experiencing improved well-being. He is responding positively to support and routines. This has created a strong foundation for continued progress. Next Steps	

- Begin to move some sessions to take place in school, supported by Compass mentors & tutors
- Undertake some group interventions in school, led jointly by a Compass mentor and member of staff, to begin developing relationships in school

Joe should feel proud of the progress he has made this half-term, and with continued consistency, he is well placed to achieve further success.

Young Person's Comments & Feedback

This half-term, I have enjoyed...

On a scale of 1-10, I would rate Compass as a (insert number) because...

I feel proud that...

I wish I had more opportunity to...

One thing I haven't enjoyed is...

Next half-term, I want to try to...