

Support and intervention statement

Area of Investment	Total Investment (lessons per 2 week cycle)	Description of Intervention	Intended Outcomes	How impact is to be measured	Impact of the Intervention
Whole school literacy policy	Whole School	Literacy embedded in all aspects of curriculum Sutton Trust: Feedback +8 months, Learning style +2 months	High aspirations, raise achievement, increased student independence, enrichment	Marking, feedback, results	Improved results
1:1 Intervention	HLTA	Targeted spelling intervention for identified SpLD students following English KS3 Spelling Lists	To secure greater phonological awareness through 1:1 support	Mainstream progress, literacy screening	Improved Spelling ages
1:1 Mentoring	SENDCo, HLTA	Personalised package of intervention, listening/supportive ear, removing barriers to learning/engagement, greater curricular access	To support some of our most vulnerable students, positive learning attitude	Reduction in negative behaviour points, positive attainment/progress in mainstream	Mentoring Feedback and improved results

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Alternative Provision	FT&PT	Across KS4 a few identified students require alternative provision at local colleges	Supported into placements leading to sustained improvement	Number of successful placements successfully completed improvement in individual attitude	Individual case studies available
Careers Advisor	Specialist Support	Targeted and specific intervention and support for identified students, avoidance of NEETS- Links with LS to establish cohort to support/data to share	Enabling power of education, appropriate and relevant KS5 learning package, transitional support	Number of NEETS over time, forward thinking/engaged and purposeful cohort	Increased formality and information sharing
Dedicated mainstream Maths support	HLTA	Supporting identified students in mainstream maths lessons	To support learning and engagement, support towards independence	Greater contribution to learning/confidence	Data from testing/ data collection
Exam Revision Classes	HLTAx1	As appropriate to support identified students	Revision and better performance in exams	Number of students attending sessions	Some good levels of attendance and improved attainment.
Extended Induction KS2-KS3	TA/SENDCo	Links with KS2, students, parents, professionals Parental Involvement +3 months	Supportive transition, increased whole school awareness, appropriate support and intervention package identified, early progress evidenced	Attendance, continued links with home and professionals, regular review of transition	Coffee Morning Feedback

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Extended Induction	TA/SENDCo	Targeted personalised additional transitional visits for identified students, parents, professionals starting outside the KS2-3 window	Supportive transition, increased whole school awareness, appropriate support and intervention package identified, early progress evidenced	Attendance, continued links with home and professionals, regular review of transition	Coffee Morning Feedback
ICT Provision	Specialist Support	Laptops for identified students to facilitate recording	Increased curricular access, evidenced attainment and independence	Evidence from mainstream classroom, ICT access in formal public exams	Past examination success
Intense KS3 Literacy intervention	HLTA/TA	Supportive transitional environment to KS3, consolidation literacy for weakest students, greater targeted literacy support - FSM students	Evidenced closure of the gaps and progress for weakest students	Levels of progress in year 7/KS3, closing the gap between identified students and peers. Greater student confidence and self esteem	Greater confidence, wider inclusion in mainstream lessons
Intense KS4 Intervention	HLTA	English and Maths specialist to work with small groups of identified students at KS4. Groups of 4/5 students have maths/English booster to secure greater progress/consolidate learning.	Identified students benefit from small group intervention and specialist support	Increased levels of progress for identified students	Subjective evidence of growing confidence in identified cohort, some evidence of increased predicted grades

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KS3 English	2 x TAs	Highly staffed shelter group to support inclusion of most vulnerable students, highly differentiated scheme of work from mainstream cohort	Greater curricular access for students, expectations and validity to learning	Greater contribution to learning/confidence, ownership of learning/independence in the classroom	Data from assessment
KS3 Maths	HLTA	Smaller shelter group divided between class teacher and HLTA according to identified social and emotional needs- working towards same objectives in different ways	Shared objective reached in highly personalised and relevant way for both groups	Greater contribution to learning/confidence, ownership of learning	Data from testing/ data collection for both groups of students
KS4 Curriculum	Teachers	Extra English/Maths for identified cohort students. Smaller class size and increased formalised intervention at KS4, improved teacher continuity and a greater core subject resource to secure greater levels of expected progress.	Increased expected and good levels of progress achieved. Improved staff continuity, class size and intervention possible. Improved PP attainment	Quality and continuity of the mainstream KS4 timetable. Class sizes, amount of flexibility to intervene. Amount of expected and good progress achieved	Date from attainments and Data Captures
KS3 Literacy Intervention	TA/SENDCo x3	Small group literacy for identified students working on comprehension and accuracy of recording	Closing the gap/gap not widening between student and peers, revolving door provision, timely intervention	Evidenced increase in reading and comprehension levels and Eng NC levels	Date from attainments and Data Captures

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Mainstream TA support	TA	Mainstream support for named/funded students	Supporting learning under direction of class teacher, positive impact on learning to supplement teaching from teachers	TA formal appraisal/observation/ whole school training	Increased attainment, independence, motivation, engagement for identified students
Peer Support	TA/SENDCo	Identified KS4 students supporting KS3 students in Maths and Literacy	Greater student awareness/responsibility of inclusion, increased engagement of identified KS4 students, attainment KS3	Behaviour points/attendance KS4 students, confidence and attainment KS3 students	KS3 students evidence wider social inclusion, skill set of KS4 students shared with a wider audience
KS4 Curriculum	Mainstream	Alternative provision for KS4 students who find full inclusive mainstream difficult	Small group support to consolidate core skills	Formal qualifications, attendance and engagement	Date from attainments and Data Captures
School Nurse Drop Ins	Outside Specialist	Social, Emotional and Health intervention- self and supported referral- to include discrete personalised 1:1 blocks of intervention and support around identified areas of need	Increased self-esteem, healthy living	Increased attendance	Anonymous case studies

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SLCN Intervention	HLTA	Small group withdrawal for identified students to work through highly structured program of intervention, extending active and receptive vocabulary and understanding	Increased understanding of tasks in mainstream classroom	Increased independence in mainstream classroom	Feedback from TA support, evidenced attainment levels.
Pastoral Support	Specialist TA at KS3 and KS4	Removing barriers to learning, tracking and enhancing the learning of identified students. Deep involvement with families and wider community	Students are supported and achieve, removal of barriers to learning/attendance	Increased in levels in expected and good progress, evidenced reduction in C3+ behaviour	Date from attainments and Data Captures
Nurture Group	TA	Social Skills sessions to build resilience, social skills and self-esteem	Identified vulnerable students to develop social skills	Attendance, reduction in negative behaviour, greater involvement in lessons	Significant success with identified students
Student Counsellor	Outside Specialist	To work with vulnerable individuals, a proportion of those are FSM	Support to overcome difficulties, barriers to learning and engagement	Anonymous case studies	Anonymous case studies