

# Academic Intervention Strategy

## 2020-21

### Named personnel with designated responsibility for Academic Intervention

Academic year	Designated Senior person	Designated Deputy Senior person	Nominated Governor	Chair of Governors
2020-21	Rebecca Eaton	Hayley Francis		

### Strategy review dates

Review date	Changes made	By whom

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## 1 INTRODUCTION

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Against the backdrop of a national lockdown and a considerable amount of time away from formal schooling, the need for academic intervention has never been greater. This intervention strategy is based on the Education Endowment Foundation’s guide “The EEF Guide to Supporting School Planning: A Tiered Approach, 2020-21,” which recommends focusing on:

1. High quality teaching for all
2. Targeted academic support
3. Wider strategies

Further information about these strategies are detailed below.

## 2 FUNDING

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### Financial year 2020-2021

Summary information					
<b>School</b>	Ark Tindal	<b>Academic Year</b>		2020-21	
<b>Total Academic intervention budget</b>	£30,560	<b>Date of most recent review</b>		<b>Date for next internal review of this strategy</b>	

## 3 EVIDENCE OF WHAT WORKS

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The Education Endowment Foundation’s recommendation is to focus on a smaller number of strategies which are more likely to have a positive impact. The first strand of strategy will be to ensure that pupils receive high quality teaching, as the research states that high quality teaching for all pupils is one of the most effective strategies to improve pupil outcomes. This is an essential element of daily school life, but now holds even more significance with the amount of time that pupils have spent away from school.

Diagnostic assessments and an increase of low stakes testing allows teacher to identify gaps in knowledge and plan to close these gaps.

The second strand focuses on targeted academic intervention, and the research conducted by the Education Endowment Foundation states that such targeted intervention can have a positive impact on learners across a broad spectrum of ability. However, the planning (e.g. timetabling), delivery method (e.g. how many pupils in an intervention group) and review of targeted academic interventions is essential to its success.

The third strand is broader as it encompasses wider, non-academic strategies that may reduce the barriers that children face which prevent them from achieving academic success in line with their peers. While the Education Endowment Foundation states that there is not a large body of evidence which supports the effectiveness of particular strategies, it recommends having a focus on attendance and communication with stakeholders such as parents.



1. High quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
High quality planning for all subjects in every year group.	Weekly co-planning with YGLs. CPD delivered by subject leads. Subject leads to work with staff across year groups to check and adapt planning.	High quality planning is crucial, without it, effective teaching and learning cannot occur. Well planned lessons will help pupils close gaps in their knowledge and skills.	All YGLs and subject leads have had recent co-planning training delivered by AHT for QoE. AHT has regular check-ins with YGLs to support the planning process as such the process is clear and staff have a deep understanding of planning. Subject leaders check quality of planning, feedback to SLT and put support in place where needed.	LI/HF	Fortnightly feedback sessions, 1/2 termly monitoring of MTP, KOs and resources.
Reading lessons enable pupils to make accelerated progress and all pupils to read at their chronological age.	5 members of SLT/MLT attending all TEN sessions this year. Training disseminated to all staff throughout the year.	All pupils need to have a level of reading that allows them to access the full curriculum. Reading is fundamental to future success.	Regular meetings held after each session to discuss plan for implementation. Monitor impact of strategies introduced.	RK/EB	Spring term
Reading lessons enable pupils to make accelerated progress and all pupils to read at their chronological age.	Continued training to ensure accurate use of PM Benchmark and SVoR. Training around each pillar of reading to be a focus throughout the year.	Pupils gaps must be identified accurately, and instructional reading taught to close these gaps to enable all pupils to access the full curriculum.	All staff have had PM Benchmark training and have had year group meetings led by SLT to ensure that pupils have been grouped accurately. This cycle will continue throughout the year.	RK/EB	Half termly
Teaching will be proficient in every classroom to ensure gaps are closed quickly.	Great Teacher Rubric observations and coaching through feedback for all teachers.	The quality of teaching children receive is the most significant factor in how quickly they make progress and gaps can be closed.	All evaluators will be trained on the new GTR. Observations will be paired to validate judgements. The process will be launched carefully to ensure buy in from staff. Trends will be identified across the school and CPD differentiated accordingly	LI/HF	Spring 2



		We need to eliminate any variance in the quality of teaching to ensure effective, high quality teaching in all classes, which will ensure strong progress for all pupils, with those identified as needing to catch up making accelerated progress.	Peer observations will be organised to share the best practice across the school		
	All staff have an assigned coach who is in their bubble to allow for weekly coaching to occur.		Experienced members of MLT/SLT to lead coaching. Use of SINIDI and scope and sequence to align action steps and ensure impactful practice All ECTs to complete weekly Steplab training, which links to their action step.	HF/ LI	Ongoing
	Leadership coaching for identified YGLs and subject leads.	Professional development delivered will include CPD sessions; peer observation; coaching and mentoring and co-planning. These things are said to be effective in the Teacher Development Trust research review on professional development  FFT have concluded the earlier gaps are addressed the more impact on pupil achievement. Accelerated progress in EYFS has a direct link to future success.	Dedicated weekly time slot to ensure impact. Use of leadership rubric to lead training/conversations where appropriate	RE/ HF	Ongoing
				<b>Total cost</b>	Included in current budget

2. Targeted academic support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To close the attainment gap for pupil premium pupils in year 6	Action Tutoring for 20 children on Tuesday mornings	4 <sup>th</sup> year of using Action Tutoring. Pupils have previously made good progress and have gained confidence working in a one to one environment	Regular contact with the facilitators. Teachers baseline children and assess over time.	AR	Termly
To increase the number of pupils working at the expected level in Reading in year 5	Action Tutoring for 20 children on Thursday mornings	4 <sup>th</sup> year of using Action Tutoring. Pupils have previously made good progress and have gained confidence working in a one to one environment	Regular contact with the facilitators. Teachers baseline children and assess over time	SS	Termly
To increase the number of pupils working at the expected level in Maths in year 5	3 <sup>rd</sup> Space Learning for 20 children each week	3 <sup>rd</sup> Space Learning impact reports say that children make 7 months progress in 14 weeks. One to one teaching by experienced Maths teachers. A wealth of additional resources now available to teachers	Children diagnostically tested before each topic and half termly reports are given to class teachers. Data fed back to school frequently and measured against a baseline	SB	Termly
To increase the number of pupils working at ARE in Year 6 and ensure gaps in learning are identified and addressed	Additional revision work from CGP	Revision materials will ensure pupils have the chance to practise and embed knowledge and skills at home.	Year 6 staff will strategically plan the use of the CGP resources. They will teach the children how to use them effectively and hold a parent workshop to share strategies with parents too.	AR/SH	Termly
To allow pupils in reception to year 2 to be able to embed phonetic	Home reading books linked to children's phonics groupings.	Children increase phonics ability with opportunity to keep practising key sounds.	Choose books carefully. Target appropriate children based on data. Books to be signed in	RK/EB	Termly



knowledge through practise at home.		The ability to do so from home would be invaluable, especially in the instance of a bubble isolating	and out with communication with parents over use.		
To help the progress of the pupils who have not made sufficient progress towards ARE in years 4&5	Employ a HLTA for each year group from January to run continuous, short interventions for basic skills.	Recruit for experienced, high quality HLTAs with proven impact.	Initial training so that purpose of the role is fully understood. Learning walks, co planning with the year group, monitoring of books and feedback folder, pupil voice, data	SS/SB	Ongoing
To increase the amount of readers working at the expected level in years 2&4	Lightning Squad reading, one tutor works with the year group on a daily basis for six weeks with approximately 40 pupils per day.	Developed by Fisher Family Trust, the research conducted says that children who take part make 5 months progress in 12 weeks of half hour sessions	Online reports, regular data updates and more are provided for teachers and school leaders. The organisation run a rigorous monitoring schedule for their own tutors	RK	Termly
To increase the amount of readers working at the expected level in years 2	Beanstalk and Bookmark charities to work with pupils on a 1:1 basis each week	47% of pupils accessing this programme catch up to their reading age through this programme compared to 16% who did not.	Online reports, weekly updates provided to teachers so they can track the progress being made.	LI/ EB	Weekly
Improve student outcomes in KS2 by providing them with a personal device to use for school work	Use of a dedicated device will support learning in school (e.g. pre/post unit quizzes), extend learning time with high quality remote learning using SeeSaw for homework.	All pupils are able to access remote learning to ensure no pupil is disadvantaged by lack of device. Extending learning time will improve outcomes.	Children, parents and teachers to be trained on the school remote provision. Introduction of SeeSaw to enable pupils to submit work and receive feedback from teachers.	CS/SH	Half Termly
				<b>Total cost</b>	£17, 560 (school budget to make-up the shortfall)

### 3. Wider strategies

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All staff are aware of the rise in the number of children struggling with their mental health and are able to identify and support vulnerable children.	Mental health training for all staff Mentoring / counselling for identified pupils 3 staff trained as MHFA	Children from low-income families are 4 times more likely to experience mental health problems than children from higher-income families  In primary schools, 1 in 10 children have a mental health issue	AHT for inclusion to work with Pastoral Lead to monitor the well being of all pupils, supporting staff to ensure strategies are implemented in the classroom. Well-being of identified vulnerable pupils discussed in weekly meetings and all key staff made aware.	SB/AM	Termly
Pupils and their families are supported to manage their own mental health difficulties through the use of a range of strategies.	Employ Malachai 1 day per week to work with our most vulnerable families.	Children from low-income families are 4 times more likely to experience mental health problems than children from higher-income families  In primary schools, 1 in 10 children have a mental health issue	Pastoral Lead to work closely with Malachai for feedback. Malachai trust have their own baselining and tracking programme which they share with the school.	AM	Weekly from January
Improve attendance rates	Regular communication with parents to ensure any anxieties are addressed. Individual parent meetings Support for individual families	Higher overall absence leads to lower academic achievement	Weekly tracking of attendance for all key groups. Identified pupils who are a concern, attendance discussed in weekly meetings to ensure strategies put in place are having a positive impact.	JH	Weekly



Promote physical health of pupils.	Use the Commando Joe programme to develop stamina, resilience and self-confidence.	During lockdown pupils' physical activity levels fell. As well as targeting fitness levels the CJ programme enables pupils to develop life skills, character traits, attributes and behaviours which have a positive impact on their educational attainment, engagement, employability and well-being.	All staff will have a 1 day training session to ensure understanding of the purpose of the sessions and how to deliver them. Each child will be tracked using the bespoke CJ tracker.	AR	Half termly
				<b>Total cost</b>	£13,000 (school budget to make up the shortfall)