

Academic/Curriculum Interventions

Strategy	Rationale	Impact	Focus	Ensuring Implementation	Cost	Review
Leadership - Improved championing, tracking and provision for disadvantaged students through two senior leaders – Aspirations and Outcomes.	Careful tracking and monitoring of disadvantaged students will ensure that barriers can be identified and timely interventions can be utilised.	Increased awareness of barriers Specific and timely intervention to close gaps.	7-11	Regular review of progress and attainment of disadvantaged students across the school following each progress check with clear actions and interventions set.	£46,000	October, December, February, March and May.
Small Group Tuition English/Maths/ Science / Spanish / History / Geography – Reduced class sizes in specified areas to provide targeted support, feedback and quality teaching and learning.	Research from the EEF suggests that reducing class sizes can improve outcomes for pupils. ¹ Effective outcomes 2017/18	Clearly reduced gaps for disadvantaged outcomes.	Year 11	Regular review of progress and attainment of disadvantaged students in these focus areas to ensure progress is accelerated.	£70,000	October, December, February, March and May
Learning Hub – A team of staff working on a daily basis to provide assertive mentoring and small group tuition to support academic and pastoral challenges and action specific interventions to raise student achievement in under-performing subjects. Hub staff also deliver parenting courses.	Research suggests that Mentoring and small group tuition are strategies that have a positive impact on outcomes for pupils. ²	Improved attendance, behavior and outcomes from Hub cohorts in both Key Stages.	All (KS3 and KS4 hub)	Senior leader to ensure there is a regular review of progress and attainment of disadvantaged students who are accessing the hub to ensure progress is accelerated. Senior staff to ensure that there is timely identification and provision made for other students who would benefit from this facility.	£80,000 (4 x 20,000)	Ongoing
Saturday School - A regular Saturday provision (10.00am-1.00pm) mixing voluntary and compulsory attendance for master classes, boosters and catch-up activities, as well as general research and homework support.	This is a strategy used to provide targeted support to identified students, as well as providing an environment for students to complete homework and revision with staff support and ICT resources.	Increased outcomes for students, as well as completion of homework/independent work.	All	Students and parents to be made aware of the provision in advance. Review of students accessing the provision to ensure that students who would benefit attend. Reviewing of impact on progress with	£12,000	Ongoing

¹ <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reducing-class-size/>

² <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/>

				teaching staff.		
Half Term Holiday and Easter School - A KS4 and Sixth Form provision for revision and support that is specifically run to support students in the Summer exams.	This is a strategy used to provide targeted support through addressing key topics and supporting with revision strategies to identified students on the run up to exams.	Increased outcomes for students, as well as increased confidence and resilience throughout the exam period.	Year 11,12 and 13	Planned programme of support delivered by a range of subjects. Students and parents to be made aware of the timetable well in advance of the holidays. Any barriers to attendance to be identified and addressed.	£12,000	
Afterschool catch up, booster and intervention – additional classes in a wide range of subjects which are targeted to support students in meeting / beating their target grades.	EEF research suggests that students’ make on average two months’ progress per year through afterschool programmes. ³ Disadvantaged students seemingly make additional progress, as well as benefiting from improved behaviour and relationships with peers and staff.	Increased outcomes for students, as well as increased confidence and resilience, improved behaviour for learning and positive peer and teacher relationships.	Year 10, 11, 12 and 13	Planned programme of support delivered by a range of subjects. Topics delivered to be forensically identified and delivered to students who have been diagnosed to be in need of this specific support. Students and parents to be made aware of the sessions in advance. Any barriers to attendance to be identified and addressed.	£7,000	Ongoing
Petxi - A bought-in package for KS4 focus groups to raise achievement through concentrated booster programmes.	This strategy provides students with a motivational and high impact programme of learning and revision that has proven results. ⁴	Tailored support for selected pupils will lead to all improving grades from predictions (money back guarantee).	Year 11	Planned programme delivered by Petxi to students who have been diagnosed to be in need of this specific support who will benefit the most. Students and parents to be made aware of the programme in advance.	£11,000	March
Exam Concessions - Testing for lower achieving pupils to make sure they can access the correct support for formal examinations.	A strategy used to ensure that all students can access exams fairly and have equal chances of achieving their full potential.	Barriers to exams are identified and removed so that students have the best possible chance of fulfilling their potential in exams. This should result in improved outcomes.	All	Students to be tested, identifying concessions required.	£3,000	September
External Professionals - A speech and Language therapist weekly to assist with	Specified professionals utilised to identify any barriers to students and help to overcome	Barriers to learning and school can be identified and removed so that all students can access the	All	Students to be identified and allocated professional	£4,000	Ongoing

³ <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/extending-school-time/>

⁴ <http://www.pet-xi.co.uk/about/>

staff training, support pupils and accelerate those requiring Education, Health and Care Plans.	them so that the curriculum can be accessed.	most appropriate support possible for their needs.		assessment and support. Regular review of support required and recommendations for further testing.		
Sound Training - A literacy-based programme working in conjunction with PIXL. This external intervention aims to improve reading ages and comprehension levels over a six week programme.	Sound training has proven instant impact on English Language skills, vocabulary and confidence. Reading ages can be increased dramatically in a short space of time. ⁵	Students who have weaker literacy skills and struggle to access the curriculum will experience a rapid improvement and will be able to access the curriculum more easily. Their English progress will increase as a result.	All	Students to be identified for the training based on literacy ability. Careful tracking of students attending sessions by SEN team and catch up sessions arranged for any missed sessions. Regular review of support required and recommendations for further testing.	£9,000	Dec/Feb
CATS Testing - A cognitive abilities testing package designed to analyse student capacity on entry and to help inform future interventions.	These assessments give leaders a clear benchmark for Year 7 students on entry and allow a clear understanding of barriers and where the attainment gap is in order to form accurate and appropriate intervention.	Barriers to learning can be identified quickly and areas of concern can then be addressed in a timely manner.	Year 7	All students will sit the tests at the start of term. Tests will be rescheduled for any students who have missed them.	£12,000	September
GL Assessments – An age related standardised curriculum assessment for English, Maths and Science.	These assessments are used to diagnose special educational needs and further intervention required for students in English, Maths and Science. ⁶	The tests will ensure that diagnosis is accurate and specific. Tailored interventions will be utilised in order to accelerate progress. The tests also inform teaching and learning and act as a tool to monitor and measure progress.	KS3	The tests act as a baseline prior to intervention and are retaken to assess impact. The programme is planned across the year and information from the tests is then used to further inform actions.	£12,000	Ongoing
Literacy withdrawal - A heavily supported literacy intervention programme designed to support those students who are lagging behind in reading and writing on entry throughout Key KS3. The programme includes Kinetic Letters, DASH test, extended Accelerated Reading, Lexia, TA	Students who are identified as having lower literacy skills based on standardised scores require intense intervention to allow them to access the curriculum. Research from the EEF suggests that Phonics, reading comprehension strategies and oral language interventions have proven	Student barriers to literacy overcome so that they can successfully access the curriculum and make accelerated progress.	KS3	Students to be identified for the training based on literacy ability/standardised scores from GL Assessments and from Key Stage 2 data. Careful tracking of students attending sessions by SEN team and literacy team and catch up sessions arranged for any	£45,000	Ongoing

⁵ <https://www.lexonik.co.uk>

⁶ <https://www.gl-assessment.co.uk/about-us/>

Support and a Co-ordinator role.	substantive evidence of impact. ⁷			missed sessions. Data to be analysed for impact regularly and revised if necessary.		
Accelerated Reader - A reading support programme designed to cultivate, track and improve student reading.	Accelerated reader has been proven to increase the reading age of students rapidly. Research from the EEF and Durham University indicates that it has an even greater impact on students from low-income backgrounds. ⁸	Improved literacy across KS3 with demonstrable improvements in reading as per AR assessments.	Year 7,8 and 9	All students undertake an initial assessment. Monitoring of book selection and quizzes by English teachers. Monitoring of regular silent reading by tutors.	£15,000	Ongoing
Doddle - A whole school online package that sets tiered work, assesses pupil progress, sets and tracks homework and allows parents to take ownership of learning.	Homework is proven to consolidate learning and assess understanding of a topic. The EEF suggests that homework can have a positive impact when used as a 'short and focused intervention' and when it is 'connected with a particular element of learning'. ⁹	Clear development of independent learning through home study and supported study in school as reported by usage figures.	KS3	Reports generated half termly to ensure that staff are setting homework through doddle. Resources made available to students in the hub s and library.	£4,000	Half termly
Resources - Teaching staff can apply for additional resources to assist disadvantaged pupils in 'closing the gap' with their peers through purchasing additional school resources and adding learning incentives.	Additional specialist materials, revision workbooks and equipment can help to engage students and allow them to access the curriculum.	Specific resources available for all departments to purchase for disadvantaged pupils.	All	Resources to be identified in intervention meetings and staff are to bid for them. Resources can be requested throughout the year.	£16,000	Ongoing
Numeracy - Focused numeracy programme at Key Stage 3, supported by a coordinator. Small group withdrawal and concentrated numeracy intervention for identified students.	Individual/small group learning to accelerate attainment and progress to expected level, as well as a numeracy curriculum developed to help to address gaps in knowledge and understanding.	Student barriers to numeracy overcome so that they can successfully access the curriculum and make accelerated progress.	KS3	Students to be identified for the support based on numeracy ability/standardized scores from GL Assessments and from Key Stage 2 data. Careful tracking of students to ensure that progress is being made. Data to be analysed for impact regularly and revised if necessary. All students to receive additional numeracy	£36,000	Ongoing

⁷ <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/phonics/>

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reading-comprehension-strategies/>

⁸ <http://www.renlearn.co.uk/accelerated-reader/>

⁹ <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/homework-secondary/>

				lessons to consolidate numeracy skills and address gaps in understanding.		
Aspirations Mentor - A mentor responsible for working with students with a focus on careers and aspirations.	Career routes, entry requirements and 'world of work' options are clarified and specifically targeted through mentoring, guidance, field visits and guest speakers.	Maintain current 100% EET figures for Year 11 and Year 13 cohorts.	All	All students to access 1:1 careers meetings. Programme of events to take place, with students being identified and accessing targeted events throughout the year.	£22,000	Ongoing
CPD – Continuing Professional Development for all staff running throughout the year	Training staff with information, updates, creative ideas and support to help support our most vulnerable students. CPD also helps to develop quality first teaching, ensuring that no students are left behind.	Higher profile of our disadvantaged students and their barriers, giving staff a clear understanding of school priorities and equipping them with ideas and strategies to use in the classroom and as leaders.	All	Planned CPD activities calendared throughout the year. Regular reviews on how strategies are being implemented.	£1,000	Ongoing.

Pastoral Interventions

Strategy	Rationale	Intended Impact	Focus	Ensuring Implementation	Cost	Review
Attendance Officer – Member of staff used to undertake home visits for students who are not attending school in order to support them getting back to school.	With disadvantaged pupils nationally having worse attendance than their peers, part funding for our Attendance Officer supports our work in ensuring pupils attend school regularly.	Pupil attendance will continue to improve and will be considerably closer to national figures for non-disadvantaged.	All	School system to be followed and monitored by a senior leader, working with the attendance team to ensure students are identified and supported.	£14,000	Ongoing
Rewards Trips - We have half termly rewards trips where parents contribute to the cost of transport.	Rewards trips form part of our Positive Discipline policy in school where good behaviour and attendance is rewarded. The trips act as an incentive and help to motivate and engage students.	This incentive is to lead to improved attitude to learning, organisation and attendance.	All	School Positive Discipline system to be followed and monitored by a senior leader, working with the pastoral team to work with and support students, ensuring that they understand the Positive Discipline policy and that incentives are clear.	£4,000	Half Termly
Achievement Mentors - A team of staff dedicated to provide targeted assertive mentoring to support academic and pastoral challenges.	Individual and small group mentoring to support with social, emotional and behavioural needs. All staff are team teach trained which allows	PP Behaviour data will continue to improve with their being no significant gap between PP and non PP.	All	Students to be identified for the support by the pastoral team and sessions to take place accordingly. Regular of identification, intervention and	£54,000 (3 x 18,000)	Ongoing

	positive and non-confrontational approaches to conflict.			monitoring of students to be undertaken by Heads of House.		
Uniform and Transport - Financial support for those families needing assistance with school transport costs.	Support for individual families for transport and uniform, allowing students to be able to access school.	Student and families who are identified as requiring support to be given assistance to enable all students to access school, resulting in increased attendance and positive behaviour.	All	Students and families to be identified for the support by the pastoral team and supported accordingly.	£15,000	Ongoing
Pass Survey - a short survey that is used to gain insight into attitudes that could be hindering achievement	A survey used to understand student attitudes towards school and learning. Allows leaders to fully understand barriers to learning, motivation and identify problems and concerns.	All students are to undertake the survey. Problems and concerns can be identified and addressed. This should result in higher levels of engagement and motivation, as well as improved behaviour.	All	Survey to be taken by all students and results analysed and actioned by senior leader.	£4,000	Ongoing
Breakfast Club – A Key Stage 3 and 4 Breakfast club, providing food for our most vulnerable students.	A club providing food to ensure students make the most positive start to the day and are equipped both physically and mentally to learn. The club also provides a space to talk about worries, concerns and exam stress, as well as equipment to be able to study before school.	Students will feel more prepared to start their school day. The club will provide students with additional support, resulting in increased attendance, punctuality, higher levels of engagement and motivation and a sense of belonging.	All	Regular reviews of students who are attending, ensuring that vulnerable students are targeted and invited throughout the year.	£2,000	Ongoing

Enrichment Interventions

Strategy	Rationale	Intended Impact	Focus	Ensuring Implementation	Cost	Review
Music Tuition - A support programme designed to subsidise musical tuition fees for students.	Financial barriers to be overcome, allowing all students to access opportunities.	Disadvantaged students are able to access opportunities and to be supported in learning to play instruments, resulting in increased self-esteem and confidence.	All	Regular reviews of students undertaking lessons. Financial support given to students and families when taking music exams, cost of instruments etc.	£5,000	Half Termly
Trips and Visits - A provision to support those students unable to fully pay for field trips, visits, external clubs or other organisations.	Financial barriers to be overcome, allowing all students to access opportunities.	Disadvantaged students are able to access opportunities and undertake experiences, resulting in increased curriculum engagement, improved self-esteem and confidence.	All	Identification of students and families requiring assistance by subject leaders and pastoral team. Financial support then given.	£10,000	Ongoing