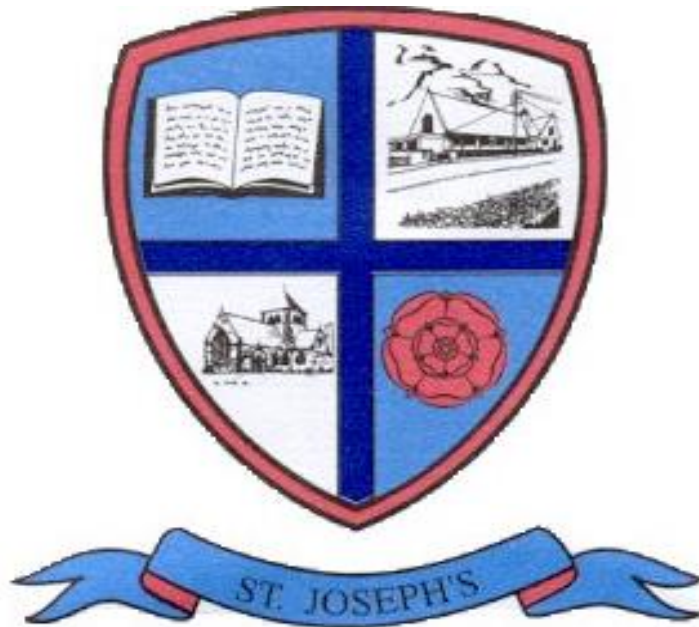


ST JOSEPH'S CATHOLIC PRIMARY SCHOOL



INTERVENTIONS POLICY

Reviewed: February 2023

To be reviewed: February 2025



ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL, WRIGHTINGTON.

Interventions Policy

Rationale:

National Expectations are as follows

- By the end of the Foundation Stage children are expected to have achieved a 'Good Level of Development' across 12 key areas including Reading, Writing and Maths.
- Children who achieved a 'Good Level of Development' at the end of Reception should achieve a minimum of National Curriculum Y2 secure age-related expectations
- Children who were Y2 secure at the end of Year 2 should achieve a minimum of National Curriculum Y6 secure age related expectations by the end of KS2.

We expect a proportion of children to exceed this level of progress and try to achieve this through the provision of good or outstanding teaching.

Provision:

If children are not making the necessary progress or if the teacher notices that there are gaps in his or her understanding, a child will receive extra support. Provision is staged as follows: -

Stage 1: All children to receive high quality teaching

Stage 2: Children receive targeted support from the class teacher

Stage 3: If children still need support they will receive interventions led by trained members of the support staff.

The aim of these sessions is to consolidate and practice what has been taught in class. They are in addition to what is taught in class. Interventions are set, monitored and supported by the class teacher. Interventions focus on a variety of subjects, for example:

- Times tables
- number bonds
- handwriting
- phonics
- spelling
- reading

1. Intervention sessions are timetabled to cause minimum disruption. Where possible they take place in the afternoon or during assembly time. Where possible, interventions are delivered on a rota basis so that the children are not missing the same thing all of the time.
2. Parents will be told if their child is in an intervention group. In addition they will be informed of progress made during the course of the intervention (*see appendix 1*).
3. Children's gaps in learning and the success of interventions are closely monitored by the class teacher. Progress is reviewed at half termly Progress meetings. Progress meetings form part of the annual appraisal process
4. The head teacher is responsible for entering interventions onto the provision map and tracking system. Subject Leaders monitor the success of interventions.

Stage 4: Advice is sought from external agencies. This will be led by the Assessment co-ordinator.

It should be noted that

- Extra teaching and intervention (Stage 2 and 3) may be offered to particularly able children to ensure that they have the opportunity to exceed national expectations of progress. E.g.
- Children who are making expected levels of progress may nevertheless still be put into intervention groups (Stage 3) to address a particular gap in their learning

Monitoring:

Children's progress will be monitored and reviewed half termly (*see appendix 2*). Children will continue with the necessary intervention until they have reached age related expectations. If the intervention programme being delivered is not achieving success then the intervention will be reviewed and another strategy used.

Interventions in Years 1 – 6:

Please see below for information about specific interventions. These interventions are used when appropriate so may not necessarily be in place all of the time.

ENGLISH INTERVENTIONS:

The 5 minute box: The Five Minute Box is the multi-sensory phonics programme which enables the early identification of potential specific learning difficulties.

The Box provides secure basic skills for reading, spelling and writing thus maintaining self-esteem and a more positive attitude.

Handwriting: 5 minutes daily and handwriting homework. Children are aiming for a free flowing cursive script by the time they leave primary school

Toe by Toe:

A highly systematic page-by -page and step by step series of activities in one book with instructions for the 'coach' provided for each activity. Parents, teachers and teaching assistants can all use this scheme. Recommended daily use of 20 minutes. Can be used for children of any age.

Better Reading Partners:

A 'light touch' reading intervention for pupils in Years 1 to 10 who have fallen behind at reading. A specially trained Better Reading Support Partner delivers a short one-to-one support programme to help them to develop independent reading and comprehension skills so that they can make faster progress and catch up with their peers. Better Reading Support Partners raises the attainment of children who can read but who lack fluency,

understanding and enjoyment and may need support with decoding skills, vocabulary and/or comprehension. It is for children in KS1 who have fallen slightly below the level of their peers and for children in KS2-3 whose reading age is below their chronological age.

It helps them to:

- decode the words on a page
- understand what they are reading
- read with greater pace and fluency
- confidently access a wider range of reading material
- develop independent reading skills
- enjoy and develop a long-lasting enthusiasm for reading.

Better Reading Partners is a 10-week programme of three 15-minute one-to-one support sessions per week for selected pupils. Pupils read three texts in every session: a familiar text, a recently introduced text and a new text. The Partner uses simple and effective assessments to inform the selection of a carefully structured sequence of texts that are finely tuned to the pupil's skills and interests. The Partner provides a relaxed environment that gives the pupil the time and space both to practise and apply their skills and to talk about their reading with an interested adult.

Fast Track Phonics:

Fast Track Phonics has been developed to support children in Year 2 who did not achieve the expected level in the Year 1 Phonics Check. It is designed to address gaps in learning. It is not intended to take the place of the daily phonics session, but would ideally be run in addition. It is not for pupils who have identified special needs and a more intensive one to one programme may be more appropriate for these children.

Fast Track Phonics is a 14 week programme which focuses on the key skills of all good phonics programmes which are:

- Grapheme/phoneme correspondence.
- Blending to support reading.
- Segmenting to support spelling.
- Blending and segmenting as reversible processes.

Stile Tiles:

Stile is a highly motivating, self-checking learning aid for children aged 4-11. It provides children with fun and exciting activities to work through independently whilst developing essential skills. This intervention provides support for children with their Phonics, Communication, Spelling and Reading.

Stile's unique and fun format is a great way to encourage motivation and interest whilst making learning more fun. Children use the books and trays together and self-check if their answers are correct. By simply follow each exercise and place the numbered tiles on the appropriate square on the base of the Stile tray. When they have answered all the questions they simply turn the tray to view the geometric shape the combined answers have made. If this matches the image in the exercise they have completed the task correctly.

Volunteer Reading:

R – Y6 children from each class are heard by a volunteer reader twice a week.

MATHEMATICS INTERVENTIONS:

The 5 Minute Number Box:

The Number Box is a multi-sensory teaching programme and maths resource. It was designed for those children who struggle with maths for one of several reasons:

- Dyslexic children find sequential skills, organisation and spatial operations in maths more challenging, and require resources and patient teaching.

- Children who have receptive and expressive language difficulties may take longer to understand and use the complex maths vocabulary.
- Dyscalculic children have great difficulty understanding the concept of number at all and may stay working with the resources and programme of The Number Box through the Infant school and on into Junior school.

Springboard:

Springboard is a catch-up programme for children in Years 3, 4, 5 and 6. The materials focus on key areas of number. They provide additional tuition for small groups of children outside the daily mathematics lesson during the weeks when these areas are being taught. Schools are encouraged to adopt and adapt the Springboard materials to suit the needs of their children and individual school settings. Schools may decide to deliver the Springboard course in full or draw on the materials for use with children who have an insufficiently firm grasp of the groundwork required for the teaching programmes. Springboard Maths is intended for identified children will be those who are under-achieving and have the capacity to improve . Each Springboard Intervention pack consists of 10 units, each containing 2 sessions which is designed to be delivered by a teaching assistant. Each unit of work has teaching notes, photocopiable activity and resource sheets, and homework tasks. Each unit consists of two sessions of 30 minutes each that are led by a teaching assistant and consolidates the work introduced by the teacher. It is recommended for groups of 6 – 8 pupils and is designed to be used flexibly over the first term and a half of the school year

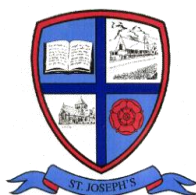
Springboard Aims:

- to support the identified children and to remedy particular weaknesses in number so that they are in a better position to access and benefit from the teaching programme in their Year and beyond;
- to set the expectation that these children catch up with their peers;
- to help teachers prepare a teaching programme enabling children to fully benefit from the main teaching programme for their Year as soon as possible.

Challenging Higher Ability Pupils:

Booster classes take place throughout the year led by class teacher. Challenge for high achieving children is embedded in the class teachers daily planning. Activities are in every class to encouraging problem-solving and thinking skills – rather than just ‘following rules’ and class activities are learning style led.

Example Intervention letter to Parents



Monday 19th December 2022

Dear Parents,

Next half term, your child will be taking part in intervention sessions with one of our highly trained Teaching Assistants. All Teaching Assistants will work closely with the class teacher. The class teacher and head teacher will monitor progress closely.

Interventions are targeted support sessions, tailored to support individual children in order to help them to achieve or exceed their target levels. At St. Joseph's Catholic Primary School, we run a range of interventions, which are aimed at a specific group of pupils or individuals who have been identified as needing support. Interventions span all year groups and abilities and are guided by current data and pupil progress. It is advised that if a child is invited to participate in a school intervention that they are encouraged to make the most of the opportunity.

Where children take advantage of such sessions, their motivation and confidence can improve as well as their attainment. Intervention strategies are reviewed half termly; although some programmes need to run for a term in order to reach their potential.

Thank you

Mrs Baxendale

Example Intervention Register

PUPIL PREMIUM

SEND

NAME:	LEVEL AT START OF INTERVENTION:	AUTUMN 2 2020:	PROGRESS MADE SINCE START OF INTERVENTION:	SPRING 1 2021:	PROGRESS MADE SINCE START OF INTERVENTION:	SPRING 2 2021:	PROGRESS MADE SINCE START OF INTERVENTION:	SUMMER 1 2021:	PROGRESS MADE SINCE START OF INTERVENTION:
	Y5 D1	Y5 D1	0						
	Y4 S2	Y4 S1	-1	-----					
	Y5 D1	Y5 E3	-1						
	Y5 D1	Y6 E2	+7	-----					
	Y4 E3	-----							
	Y2 D1	-----							
	Y2D1	-----							
	Y2 E2	-----							
	Y1 S2	-----							

- All of these children MUST read to teacher/ TA daily – a mix.
- Stile Tiles: Out in the morning ready for them to independently access as soon as they come in.
- Reading Eggs/Fun with Phonics: All these children MUST access these programmes daily for 10mins.