



Prince Henry's Grammar School

SPECIALIST LANGUAGE COLLEGE



# INTERVENTION POLICY

## **Aims of the Policy**

To describe the processes and structure existing within the school which enable learners' underperformance to be identified quickly with appropriate intervention being applied to ensure that success and achievement are re-established.

## **Objectives**

- To adopt effective approaches to the identification of underperformance and to successful intervention.
- To establish clear processes by which intervention will take place and to establish how it will be recorded and evaluated.
- To ensure staff are aware of their role and responsibilities towards tackling underperformance both within discrete subject areas and across the curriculum.

## **Intervention Strategy**

**Wave 1:** High quality inclusive teaching. Teachers take responsibility for using assessment data to identify underperformance and institute personalised intervention strategies

**Wave 2:** Additional intervention for students from focus groups who are underachieving and for students who demonstrate substantial and / or sustained underachievement

**Wave 3:** Personalised programmes of intervention for individual students who are experiencing significant barriers to learning

## **Identification of Underachievement**

### **Wave 1**

All Faculty Leaders analyse:

- Subject achievement data after each Progress Report
- Climate of the Classroom data on student behaviour and motivation

They identify underachievers, write an action plan and then devolve responsibility for implementation of those actions to teachers in that subject area. Subsequent Progress Evaluation Reports and Student Behaviour Reports evaluate the impact of those interventions and target new actions accordingly.

### **Wave 2**

SLT and Progress Leaders analyse:

- Achievement data after each Progress Report
- Behaviour and attendance data
- Positive Discipline data

They identify students who need a higher level of intervention. Particular focus is concentrated on Catch Up Premium Students, Disadvantaged Students, More Able Students and SEN Students.

### **Wave 3**

Students identified by Wave 2 analysis as having significant barriers to learning are selected for individualised intervention programmes.

## **The following interventions are employed as appropriate as part of Wave 1, Wave 2 and/or Wave 3:**

Use of subject dedicated Intervention Teaching Assistants and / or Intervention Teachers  
Reading Club and Maths Club (SUMS)  
Home Learning Club  
After school revision and/or supported study sessions

Coursework catch up sessions

A variety of models of mentoring as appropriate

- Peer mentoring
- Assertive mentoring
- Behaviour mentoring

Accelerated Achievement Strategy

Use of inspirational speakers and programmes

Visits designed to raise aspiration and realise potential

IAG meetings

Counselling and/or bespoke programmes to remove barriers to learning

Modified curriculum

Multi Agency intervention

Behaviour support strategies (see separate Learning Support & Intervention Policy)

### **The Intervention Team**

This team is funded through Catch Up premium and Disadvantaged Student funding. It comprises:

- Strategy Leader
- Intervention Coordinator
- Intervention teacher for English
- Intervention teaching assistants for English
- Intervention teachers for maths
- Intervention teaching assistants for maths
- Learning Counsellor

Students are selected for support from the team using monitoring data plus subject teacher nomination. The team works flexibly with students in order to match the learning needs and the barriers to learning of each student. Models which are used are:

- Small group / one to one teaching in the dedicated study rooms
- Individual support within normal timetabled lessons
- A flexible approach which starts in the timetabled lesson but moves to a study room as and when appropriate

### **Monitoring**

Y7 Catch up Premium and Disadvantaged Students are closely monitored using the Intervention Data Base. This keeps a close record of all of the major interventions used to accelerate achievement with students in those cohorts. It takes live achievement data from the school MIS in order to facilitate evaluation of the impact of those interventions after each Progress Report and support decisions on further interventions for those students.

The Learning Counsellor keeps records of all support and undertakes detailed action/ impact analysis

### **Accommodation Resources**

- There are three dedicated Study Rooms
- The NET Centre is a flexible space that can be used for SEN support as well as intervention support
- The Learning Counsellor has access to accommodation which enables personalised and confidential support