

Intervention Statement: 2023-24

Overview:

Sandringham is committed to providing intervention for students who require additional support to catch up on lost learning, or those who would benefit from targeted small-group support. Intervention will be targeted and personalised based on students' needs, with school leaders and teachers determining which students should receive support, and identifying which colleagues/tutors are best placed to deliver this.

Intervention will be partly funded through the National Tutoring Programme (NTP) provided by the Department for Education (DfE) as well as Pupil Premium (PP) funds, where appropriate. For 2023-24, the government NTP grant will cover 50% of the cost of qualifying in-school tuition, with the school contributing the remaining cost.

Monitoring:

Student progress will be reviewed by the Leadership Group, Directors of Learning, Performance Directors, and other staff with oversight over specific student groups (e.g. PP Coordinator and SENDCo). Intervention will be provided based on level of need, subjects of concern, and wherein rapid impact can be made in the form of intensive interventions.

Intervention:

Year	Intervention	Staff	Monitoring & Impact
7	<p>Maths Catch-Up:</p> <ul style="list-style-type: none"> • Top-up six week programme led by Sixth Form tutors one lunchtime per week using Springboard 7 materials. • (https://www.lancsngfl.ac.uk/secondary/math/index.php?category_id=449&s=!B121cf29d70ec8a3d54a33343010cc2) • The programme will be repeated up to 6 times per year. Each block of six weeks will focus on supporting up to 8 students at one time and these students may change depending on the level of need and content being covered. 	FAN THL	<p>Regular review of progress through in-class assessments and reported data.</p> <p>Students will resit baseline NFER assessments at the end of the year to measure how much progress has been made.</p> <p>Student voice.</p>

7	<p>English Catch-Up:</p> <ul style="list-style-type: none"> • Six week withdrawal programme from three one hour English lessons per week • The programme will be repeated up to six times per year but may focus on different aspects of literacy, dependent on student needs. 	ALW RHC THL	<p>Regular review of progress through in-class assessments and reported data.</p> <p>Students to resit PT English test at the end of the year.</p> <p>Students will be tested on fluency and comprehension before starting and then at the end of the programme.</p> <p>Student voice.</p>
7 & 8	<p>Reading Buddy Programme:</p> <ul style="list-style-type: none"> • Students who have joined with below age-related expectations in English will have a Year 12 / 13 reading buddy. • They will read with their buddy for 30 minutes every Wednesday morning before school and complete a reading log to track their progress. • Year 12 / 13 students will be trained to deliver this programme. 	ALW THL	<p>Regular review of progress through reported data.</p> <p>Students to resit the PT English test at the end of the year.</p> <p>Student voice.</p>
8	<p>English tuition:</p> <ul style="list-style-type: none"> • Six week withdrawal programme from one English lesson per week with a trained adult tutor. • Sessions will focus on students identified by DoL: English based on a number of criteria including reading fluency and assessment data. • The programme will be repeated up to six times per year but 	CAB EMS THL	<p>Regular review of progress through in-class assessments and reported data.</p>

	may focus on different aspects of literacy, dependent on student needs.		
8	<p>Maths tuition:</p> <ul style="list-style-type: none"> • Six week withdrawal programme from one Maths lesson per week with a trained adult tutor. • Sessions will focus on students identified by DoL: Maths based on assessment data. • The programme will be repeated up to six times per year but may focus on different aspects of mathematics, dependent on student needs. 	CAB FIM THL	Regular review of progress through in-class assessments and reported data.
7-11	<p>Maths:</p> <ul style="list-style-type: none"> • Set 5 classes have fewer students to facilitate more tailored teaching and necessary adaptations. 	FIM	Regular review of progress through in-class assessments and reported data.
11	<p>Small Group Intervention (Session 6) - Year 11:</p> <ul style="list-style-type: none"> • Tailored after-school small group sessions led by DoLs and teachers to support students in the lead up to trial exams and external exams. • Sessions will run on three-week rotations, with DoLs regularly reviewing the students attending each rotation. 	THL ANC EBA DoLs	<p>Use of assessment and report data to regularly review student progress.</p> <p>Cross-reference with intervention tracker to ensure student support is equally distributed.</p>
11	<p>Sixth Form Tutors - Year 11:</p> <ul style="list-style-type: none"> • Ten one-hour after-school sessions of 1-2-1 support from Year 12 tutors on exam content, skills and areas of focus as identified by DoLs. • Sixth Form Tutors will receive safeguarding training and subject-specific training. 	THL DoLs	<p>Use of data dashboards and report data to regularly review student progress.</p> <p>Cross-reference with intervention tracker to ensure student support is equally distributed.</p> <p>Student voice</p>

11	<p>Expert Adult 1-2-1 Tutors:</p> <ul style="list-style-type: none"> • Additional support for students in English, Science, and MFL to support students who require further support to reach their target grades. • Support may include withdrawal from timetabled lessons in the subject or after school additional tuition (dependent on subject and timetable). • The specific support offered will vary from year to year, depending on the level of need. 	<p>EMS FIM FLB LAJ</p>	<p>Use of assessment and report data to review student progress.</p> <p>Cross-reference with intervention tracker to ensure student support is equally distributed.</p>
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Evaluation:

Evaluation of each intervention will be ongoing throughout the year; liaising with key stakeholders, asking for student voice feedback and reviewing data and progress to identify how successful each intervention has been. This will allow us to evaluate the success of each intervention and decide on how to move it forward for 2024-25.

EEF:

The following table maps the school's academic interventions against the criteria suggested by the Education Endowment Foundation [here](#).

Year	Intervention description	Selecting interventions					
		Timing	Assessment	Resourcing	Give it time	Expert delivery	Teacher links
		Intervention sessions are often brief (e.g. T 15–60 mins) and regular (e.g. 2–5 per week).	Assessments are used to identify pupils, guide areas of focus and to track pupil progress.	The intervention has structured supporting resources and lesson plans, with clear objectives and possibly a delivery script.	Careful timetabling is in place to enable consistent delivery. Sessions are typically maintained over a sustained period (e.g. 8–20 weeks).	Interventions are delivered by a qualified teacher, or if they are unavailable, a trained teaching assistant. The intervention programme is followed precisely and suggested delivery protocols are followed.	If not delivered by the classroom teacher, the intervention deliverer and the teacher/s communicate regularly and make appropriate connections between out-of-class learning and classroom teaching.
7	Maths Catch-Up	Partial	Yes	Yes	Yes	Trained sixth formers	Yes
7	English Catch-Up	Partial	Yes	Yes	Yes	Yes	Yes



7 / 8	Reading Buddy Programme	Yes	Yes	Yes	Yes	Trained sixth formers	Yes
8	English / Maths tuition	Yes	Yes	Yes	Yes	Yes	Yes
9	Key skills	Partial	Yes	Partial	Partial	Yes	Partial
7-11	Maths - small set 5	Yes	Yes	Yes	Partial	Yes	N/A
11	Small group intervention	Partial	Yes	Yes	Partial	Yes	N/A
11	Sixth form tutoring	Partial	Yes	Yes	Yes	Trained sixth formers	Partial
11	Adult 1-2-1 Tuition	Partial	Yes	Yes	Yes	Yes - Qualified Teachers	Yes