

Willerby Carr Lane

Primary School



Intervention Strategy: 2020 – 2021

DOCUMENT MANAGEMENT

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Summary information	
School	Willerby Carr Lane Primary School
Academic Year	2020 - 2021

Planned Interventions						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Funding
<p>Year 2 Phonics Group (taught by a teacher).</p> <p>30-minute session daily.</p>	<p>To ensure that all children go into KS2 reading any kind of text fluently and confidently, and read for enjoyment.</p>	<p>Year 2 cohort did not sit their Phonics Screening Check – Summer 2020.</p> <p>Cohort missed daily phonics teaching last academic year due to Covid 19.</p> <p>As a result of a baseline assessment done September 2020. Whole cohort.</p> <p>EEF: Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</p> <p>EEF: Qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that pedagogical expertise is a key component of successful teaching of early reading.</p>	<p>Drop-ins on phonics lessons to ensure quality first teaching is taking place.</p> <p>Consistent teaching approach across lessons in class and intervention lessons.</p> <p>Teacher to teach third phonics group.</p> <p>Children will be assessed at the end of each half term to monitor progress, children at risk of not making significant progress will be identified quickly. <i>*See class overview sheet.</i></p> <p>Children not making progress will have further daily intervention put in place.</p> <p>Phonics groups will be formed from half termly data, but children can be fluid if need arises.</p>	<p>Harriet Turnbull</p>	<p>On-going review of teaching of phonics</p> <p>Half termly assessments</p>	

		<p>EEF: Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.</p> <p>EEF: The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p>	<p>Teacher feedback / book looks / parent feedback from reading at home all show that children are applying phonics knowledge.</p> <p><i>*Children who are secure with their phonics and have passed the Phonics Screening Check (week 3, Autumn 2) will move onto doing reading mastery sessions.</i></p> <p><i>*Children who are not secure with their phonics and have not passed the Phonics Screening Check will continue with daily phonics lessons (to re-sit Phonics Screening Check with Year 1 in Summer).</i></p>			
<p>1:1 Phonics Intervention daily (EYFS and KS1)</p>	<p>To ensure that all children go into KS2 knowing all the phonics sounds in order to be able to decode, blend and segment. With the aim to be able to read fluently.</p>	<p>Children identified from baseline assessment done September 2020 and half termly assessments. <i>*See summative class overview sheet.</i></p> <p>EEF: Use accurate assessment of capabilities and difficulties to ensure interventions are appropriately matched to pupils needs.</p> <p>EEF: The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). <i>*See baseline assessment and daily tracker sheets.</i></p> <p>EEF: There is a strong and consistent body of evidence demonstrating the benefit of one-to-one or small-group tutoring using •Use one-to-one and</p>	<p>Children are making progress evidenced by daily tracking sheets and half termly summative assessments.</p> <p>Close monitoring of daily sessions and progress by Intervention Lead.</p> <p>Children pass their phonics screening.</p> <p>Children make significant progress. <i>*See summative class overview and daily progress sheets.</i></p> <p>Teacher feedback / book looks / parent feedback from reading at home all show that children are applying phonics knowledge linked to the sounds they are focusing on.</p>	<p>Harriet Turnbull</p> <p>Lead TA: Janine Bolin (train other TAs, class and intervention team, to carry out the intervention)</p> <p>Sue Overment</p> <p>Vicki Johnson</p> <p>Linda Chawner</p>	<p>Half termly review linked to summative assessments and daily progress sheets.</p>	

		<p>small-group tutoring ideally involving structured interventions.</p> <p>EEF: Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p> <p><i>*1:1 sessions are delivered in short 5/10 minute sessions daily, in addition to a phonics lesson taught by a teacher. The session follows the order of sounds taught in class.</i></p> <p>EEF: Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p>				
<p>Lexia (IPad app)</p> <p>From EYFS to Year 6</p> <p>3 times a week, 20 minute sessions.</p> <p>1:1 teaching sessions carried out when program identifies an area of difficulty.</p>	<p>That children master the six critical skills in order to become proficient readers: phonemic awareness, phonics, automaticity, fluency, vocabulary, and comprehension.</p>	<p>Evidence-based and research proven: Lexia stands as one of the most rigorously researched, independently evaluated, and respected reading programs in the world with 7 studies published in peer-reviewed journals.</p> <p>Provide assessment without time-consuming testing: As students work independently in the online activities, real-time performance data is collected through Lexia's embedded assessment tool.</p> <p>EEF: Regularly review children's progress whilst they are part of the intervention to ensure support enhances their learning.</p> <p>EEF: Using technology can increase the accuracy of assessment, or the speed</p>	<p>Weekly sessions timetabled in to ensure children get the suggested amount of time for the program to impact progress.</p> <p>Staff running the program have had training.</p> <p>Data produced by the program analysed weekly, including progress made by pupils and usage.</p> <p><i>* Unless dyslexic will move onto Reading Plus when they reach Level 13.</i></p>	<p>Harriet Turnbull</p> <p>Vicki Johnson</p> <p>Linda Chawner</p>	<p>Weekly review</p>	

		<p>with which assessment information is collected, with the potential to inform teachers' decision-making and reduce workload.</p> <p>EEF: A number of previous studies of Lexia have found promising results and the balanced approach, combined with the initial diagnostic assessment, is well aligned to the evidence summarised in the EEF's guidance report <u>Improving Literacy in Key Stage One</u>.</p> <p><i>*Evaluation report due to be published Autumn 2.</i></p>			
<p>Reading Plus (IPad app)</p> <p>KS2 (Year 2 text level and above)</p> <p>3 times a week, 30 minute sessions.</p>	<p>The Reading Plus intervention programme enables students who find reading challenging to develop their fluency, comprehension, vocabulary, motivation, and re-engages reluctant readers.</p>	<p>Reading a school focus.</p> <p>Fluency a difficult concept to teach.</p> <p>Data produced by the program able to give focus areas for teachers and intervention to target. Individual reports for each child produced by the program.</p> <p>Baseline assessment carried out on all KS2 children. Vocabulary strong. Main areas of focus are fluency (children not reading quick enough or children reading too quick and it's impacting their comprehension) and comprehension.</p>	<p>Whole school training on the program has been delivered by the program provider.</p> <p>Year group data analysis training has been given by Harriet Turnbull.</p> <p>Sessions timetabled in weekly.</p> <p>6-week trial taking place to measure impact on a targeted group of Year 6 children.</p>	<p>Harriet Turnbull</p> <p>Vicki Johnson</p> <p>Year 6 class teachers</p>	<p>Weekly review.</p> <p>Summative assessment end of each term.</p> <p>Constant communication with Reading Plus trainer to discuss targeted groups.</p>

		<p>Only case studies been carried out on the program so far:</p> <p>Reading Plus has had a very positive impact on the children at Forest View Primary. They talk about it with enthusiasm and their love of reading has grown. Our children have made good progress and this has resulted in 82% of children meeting the Expected Standard in Reading and 22% of children achieving Greater Depth!</p> <p>Since taking on Reading Plus, it has been clear that the children's fluency, reading speed, word knowledge and comprehension has significantly improved. This has most certainly aided us in achieving record SATs data in reading.</p> <p>HKT also spoke to the head teacher at Beverley Minster School who has implemented the program last year. Program had started to improve reading fluency and had definitely improved attitude towards reading. Summative data not available due to Covid.</p>				
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<p>Targeted one to one sessions for maths and phonics.</p> <p>Daily</p>	<p>Children become more confident and make progress towards reaching their expected year group standard.</p>	<p>Children have been flagged up in year groups previously.</p> <p>In class interventions with teacher or TA have already taken place and further intervention is needed.</p> <p>Children are on a support plan.</p> <p>EEF: Where TAs are working individually with low attaining pupils the focus should be on retaining access to high-quality teaching by delivering brief, but intensive structured interventions.</p> <p>EEF: Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress. Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.</p>	<p>Each individual child has 2-3 specific, small step targets to meet within the 6-week period (either maths or phonics) to ensure the sessions are structured and have a focus.</p> <p>Intervention team have planning time to prepare for the session and liaise with intervention lead on series of tasks.</p> <p>Each child's targets match the targets on their support plan which have been set by their teacher.</p> <p>Progress and impact of sessions monitored through daily discussions with Intervention Lead and weekly with teacher.</p> <p>All work evidenced in folder/book.</p> <p>Sessions timetabled in.</p>	<p>Harriet Turnbull</p> <p>Vicki Johnson</p> <p>Linda Chawner</p> <p>Sarah Holley</p> <p>Chris Scott</p>	<p>6-week / half termly to assess whether the targets have been met.</p> <p><i>*If targets have been met before this time period then new targets will be set.</i></p>	
<p>Small group reading mastery sessions.</p> <p>5-sessions a week, 30 minutes.</p>	<p>Help improve children's attitudes to reading, their comprehension skills, understanding of vocabulary and reading age through discussion, drama and written work.</p>	<p>EEF: Sessions are often brief (20-50mins), occur regularly (3-5 times per week) and are maintained over a sustained period (8-20 weeks). Careful timetabling is in place to enable this consistent delivery</p>	<p>Communication between TA and teacher start and end of each week.</p> <p>Sessions timetabled in daily and appropriate learning environment timetabled each day for the session to take place.</p>	<p>Chris Scott</p>	<p>Pira scores - termly.</p>	

(Year 4 and 5)		<p>EEF: The intervention has structured supporting resources and lesson plans, with clear objectives. TAs closely follow the plan and structure of the intervention.</p> <p><i>*Work given at the start of the week, planned by the teacher.</i></p> <p>EEF: Assessments are used to identify appropriate pupils, guide areas for focus and track pupil progress.</p> <p><i>*PIRA test</i></p> <p>EEF: Connections are made between the out-of-class learning in the intervention and classroom teaching.</p> <p><i>*Children following the class text to keep continuity.</i></p>				
SpellingFrame?						
ELSA	Emotional Literacy Support Assistant (ELSA). To support children socially and emotionally.	There will always be children and young people in schools facing life challenges that distract from their ability to engage with learning. Some will require greater support to increase their emotional literacy than others. ELSA is an initiative developed and supported by educational psychologists. It recognises that children learn better and are happier in school if their emotional needs are also addressed.	<p>Training and development of ELSAs is an ongoing process and wisdom is required to recognise when issues are beyond the level of expertise that could reasonably be expected of an ELSA. In these cases, school supports parents with referrals to the most appropriate service.</p> <p>Children are usually referred for ELSA support by their class teacher, Senior Leaders or on occasion the SENCO.</p>	<p>Harriet Tumbull</p> <p>Linda Chawner</p>	Weekly	

			<p>Every week the ELSA meets with the Intervention Lead, to discuss the referral forms and to identify and prioritise which children require a weekly programme for the next 6-8 weeks. With the programme aims in mind we then plan support sessions to facilitate the pupil in developing new skills and coping strategies that allow them to manage social and emotional demands more effectively.</p>			
<p>School Counsellor / Parent and Behaviour Support Advisor</p>	<p>To provide a supportive relationship to children, parents and carers. Provide a safe environment where a child or adult can improve social skills, self-awareness and learning capacity, enhance the overall emotional health and mental wellbeing of the child/adult.</p>	<p>There will always be children and young people in schools facing life challenges that distract from their ability to engage with learning. There will always be parents and carers facing life challenges that impact on their home life, parenting ability, social and emotional health and well-being.</p>	<p>School counsellor trained with the necessary qualifications.</p> <p>Children/parents/carers are usually referred for counselling support by their class teacher, Inclusion Manager or SENCo. Every week the school counsellor meets with the Intervention Lead, to discuss the referral forms and to identify and prioritise which children require a weekly programme for the next 6-8 weeks.</p>	<p>Harriet Tumbull</p> <p>Martin</p>	<p>Weekly</p>	