



# Weaverham High School Academic Intervention Strategy



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## The Weaverham Way: Intervention

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### Intent

At Weaverham High School our vision is clear. We aim to be a vibrant, thriving and successful school where every member of our community feels valued, safe and supported to ensure they surpass their potential. We want every child to enjoy their own journey of discovery, acquire a thirst for knowledge, creativity and imagination and develop a love for their learning. We want pupils to leave our school not just with qualifications showing their academic success, but also with the capacity to think clearly and deeply, a desire to act with integrity and to show kindness and empathy to others, and with the character and leadership experience they need to thrive in the world. We hold an unwavering belief that every child who walks through our doors, regardless of prior experience, academic ability or personal barriers has the ability to meet and exceed their potential. Our mission is to enable students to become the best version of themselves.

Our staff work tirelessly to develop robust subject curriculums that are fit for purpose and implement quality first teaching into their lesson delivery to maximise the impact for all students in the classroom at the point of learning. We have a robust pastoral system which enables students to feel happy, confident and secure. However, we recognise that sometimes students face barriers that impact on their school life. At Weaverham High School we believe in nurturing the whole child. Where barriers are identified or when students require more support to enable them to be the best versions of themselves, we have a robust intervention strategy to help them overcome their barriers and succeed.

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### Implementation

#### *The Universal Offer*

The first strand to our intervention strategy is our universal offer. At Weaverham High School we believe in Quality First Teaching. We strive to deliver the best possible educational experiences for our students every day in order to help them achieve their best and become the best version of themselves. We have a broad and balanced curriculum, that is not restrictive and promotes curriculum equity. All that we do is founded in the Ethic of Excellence and we embed the principles of excellence into the day to day running and offer of our school. We invest in high quality, targeted CPD, founded in research in order to develop our staff to provide these experiences. In addition to this we are committed to providing outstanding pastoral support for our students and families. We recognise that in order to get the best from our students they need to feel happy, safe and secure. Our Pastoral teams work tirelessly to ensure that this is the case for our students. We encourage our students to take part in our extensive extracurricular provision and the many leadership opportunities that are afforded to them. We recognise that these experiences contribute to the development of the success of the whole child and impact on their confidence and life skills as well as their academic performance and progress. Our extensive offer has something for all interests and underpins the ethos of the school.

We recognise the importance of homework as an essential part of a good education and as such we have a home learning policy that places great emphasis on supporting our curriculum offer with a keen focus on consolidation, retrieval and revision. We have a well-stocked library, which offers students a well-resourced, quiet place to work, access resources and explore a love of reading. We offer a dedicated Power Hour after school each day where students are able to access a quiet, resourced, supportive place to complete their home learning.

Our students participate in the Life curriculum once a fortnight, which aims to educate them around PHSCE and a purposeful form time provision that is tailored to the identified needs of the students that we serve, this includes sessions on Reading, as we recognise this as the master skill to the curriculum and The Retrieve Curriculum, which aims to upskill students on revision and retrieval and develop independent, metacognitive learners. We have a robust quality assurance system in place and are committed to constantly reviewing and developing our universal offer to enhance our students' experiences.

In addition to our universal offer, we provide a robust program of targeted interventions as outlined below:

#### *Literacy/ Numeracy Intervention*

- Accelerated Reader - AR is a reading programme that is designed develop students reading skills in relation to reading comprehension. It is also a valuable tool in promoting reading pleasure. This intervention is targeted at students that have a reading age below their chronological age that have been identified as having a comprehension issue as a barrier to their reading. At KS3 all students have an AR session as part of their English



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Curriculum, in addition to these targeted students will take part in two 1:1 sessions with and LSA during form time each week. The EEF states that effective reading comprehension provision adds +6 months of additional progress for students.

- Peer Reading - Reading buddies is a targeted 1:1 reading intervention that is designed to focus on key areas of reading, where a need has been identified in order to develop skills, raise achievement and promote confidence in reading, therefore building self-esteem. The EEF state that peer tutoring adds + 5 months progress to a student's development. This intervention is targeted at the students whose gap between chronological and reading age makes accessing the curriculum challenging.
- Register, Read, Respond – This is a tutor time reading intervention targeting all KS4 students. All KS4 students benefit from exposure to a range of challenging and varied texts that will be read aloud by a confident reader. In particular, students with low levels of literacy will benefit from the opportunity to hear and discuss a range of texts. Sessions take place weekly. The intended impact of this intervention is that all students will benefit from exposure to texts that they may not have had access to. They will have the opportunity to listen to confident, fluent reading, which will model what effective reading sounds like and they will have the opportunity to explore and embed Tier 2 and 3 vocabulary into their working vocabulary.
- Lexonik Leap Phonics– This intervention is run by The Hive and focuses on building a secure understanding of phonics in order to enable students to decode words. This intervention is aimed at students with a reading age of between 6 years and 8 years and 10 months. The intended impact is to enable students to decode words in order to be able to read fluently. The EEF states that effective phonics provision adds +5 months of additional progress for students.
- IDL Numeracy and Literacy – These interventions target students with low levels of numeracy and literacy with an aim of closing the gaps in knowledge between them and their peers. These interventions are run by trained LSA and are delivered through frequent 30 min sessions to aid recall and maximise impact. Students are also able to access this platform independently for use at home.
- KS3/KS4 Weak Readers Programme – This is an academic reading intervention timetabled within the school day with an aim of reducing the gap between chronological and reading age for our KS4 students with low reading ages. By improving their reading ability, we are unlocking their ability to access the curriculum and thrive within their lessons. These sessions are delivered in 1:1 or small group sessions.
- NSR Literacy – This intervention is run as a timetabled intervention targeting students in KS3 who have not met national expectations in literacy and reading in KS2. These sessions are delivered in small groups by a dedicated team of staff.

#### *Breakfast Club*

Breakfast club is primarily aimed at our disadvantaged students that may not have access to breakfast at home. However, all students are welcome to attend. We want our students to be able to apply themselves fully throughout their school day and take advantage of all the opportunities that are afforded to them. We recognise that one potential barrier to this may simply be hunger. By removing this as a barrier and providing our students with a purposeful, caring, supportive start to their day we are maximising their chances of engagement.

#### *Power Hour*

As a school we believe that quality, independent home learning is crucial to the success of our learners, not just in securing the best possible outcomes for our students, but also in developing resilient, independent and confident learners, who are able to organise and drive their own learning. Power hour offers students a quiet, resourced supportive environment in which to engage with and complete the purposeful home learning that they have been set as part of their curriculums. The Power Hour team have access to all teacher resources including; schemes of learning, curriculum plans and overviews in order to help the students that require this extra support. In addition to this the team are able to offer mentoring and support around organisation and self-regulation. This intervention is available to all students at Weaverham High School. Students can utilise this resource whenever they need it. However, for some of our students that have been identified as underperforming, attendance at power hour may form part of their plan to catch up. The EEF states that effective homework provision adds +5 months of additional progress for students.

#### *EAL Intervention*

- The Flash Academy – Students identified as EAL are proficiency tested using the flash academy software. This enables us to identify what they can do and what their next steps in language development in order to best support them in the classroom and in wider aspects of school life. All EAL students have access to the Flash Academy to utilise as a learning tool both in class and at home.



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- EAL Proficiency session - All EAL students that are identified as not fluency in English attend and EAL session as part of their academic provision. This is developed by the EAL teacher and specifically targets their next steps in language development to improve proficiency and enable students to access the full curriculum successfully. Their proficiency is assessed termly to measure impact.

#### *The Endeavour Programme*

Endeavour is a programme of bespoke activities throughout the year targeted at a most able cohort of pupils to ensure they are receiving materials that allow them to stretch themselves academically and prepares them to access the very highest level of FE. This intervention targets students that are identified as HAP's in each year group and is run by the Challenge Coordinator and external agencies where applicable. The intended impact of Endeavour is to encourage students to work independently on higher order projects to independently access materials of importance and interest and become metacognitive, self-regulated learners. The EEF states that developing metacognition and self-regulation adds +7 months of additional progress for students.

#### *The Strive Programme*

Strive is a programme of bespoke activities throughout the year targeted at any student who has the ambition to stretch themselves academically and expand their general knowledge of world events and topics of importance. This intervention is targeted at students who can work independently with only a little encouragement from an adult and who want to expose themselves to topics they may otherwise remain unaware of. It is run by the Challenge Coordinator and external agencies where applicable. The intended impact of this intervention is to encourage pupils to work independently on projects of potential interest and independently access materials of importance and interest and provide additional stretch and challenge in a range of subject areas to develop a thirst for wider knowledge to enable students to become metacognitive, self-regulated learners. The EEF states that developing metacognition and self-regulation adds +7 months of additional progress for students.

#### *The Reintegration Studio*

The reintegration studio is our onsite alternative provision which aims to provide bespoke intervention for students that have been identified as not being able to successfully access the mainstream provision. This is currently run by the Reintegration Studio Manager. This intervention is bespoke to the needs of the students. Staff will work with students to overcome barriers with a view to reintegrating them back into their mainstream lessons. The Reintegration Studio promotes curriculum equity and has an academic focus. The length and requirements of the placement will vary from student to students. Referrals are made by the HOY for SLT consultation before a placement can begin and will only be considered once all other avenues of intervention and support have been exhausted. (See Appendix 2 – Reintegration Studio Referral Form) The intended impact of this intervention is to maximise student outcomes in their subject areas by removing barriers and enabling them to access the quality first teaching provided by their subject teachers.

#### *Bespoke Timetabled Intervention*

In rare cases a decision may be taken to provide a bespoke intervention plan for a student across the school day.

Protocol for implementing a bespoke timetable

1. DHT QoF to make the decision to implement a bespoke timetable based on available data
2. DHT to inform AHT Intervention
3. AHT Intervention to work with HODs to organise bespoke intervention work based on identified need.
4. HOD to work with the Timetabled teacher to share resources and instructions.
5. Timetabled teacher to supervise the completion of the intervention
6. HOD and Timetabled teacher to continue to work together in this way for the duration of the intervention

#### *Form 9 (Year 11)*

Form 9 is aimed at raising the attainment and accelerating the progress of year 11 students that are at risk of not achieving their MEG's in the Basics. Students are identified using progress data by the AHT Intervention/HOD as requiring intervention. Specific gaps in knowledge are identified and small group intervention takes place to close the gaps. These sessions are run during form time on a six-week cycle, enabling groups to be fluid and students to access intervention across the suite of subjects where needed.

Identification protocol and communication

1. Students identified via data analysis or emerging need in lessons



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2. Lists populated and cross referenced regarding highest need across the Basics. Science can then select from key students that have not been identified by Maths and English. Form 9 Lists QA'ed by AHT Intervention.
3. Finalised lists sent to The Data Manager to populate timetables.
4. HOD Core to communicate with intervention teachers regarding class list and areas for development to inform planning.
5. HOD to communicate with parents/ carers details of the intervention. This is to be sent via the office. AHT Intervention to be copied into the email to the office for QA.
6. HOY/ PSM Informs students and Form Tutors
7. Interventions starts. Registers to be taken in Classcharts. (see below for actions to be taken for none attendance to Form 9)
8. Engagement to be reviewed through fortnightly SLT meeting. Data Manager to run and share attendance report.

#### *Total Recall Core*

This intervention is run by English and consists of short, knowledge recall sessions designed to help pupils store key, powerful knowledge in their long-term memory. Assessment data is used to identify students who struggle to retain key subject knowledge which impacts upon their confidence, engagement and impedes their progress in lessons. Sessions take place twice per week. The intended impact is that students will retain the knowledge essential for GCSE success and will therefore be more engaged and successful in lessons and in achieving their MEG's.

#### *Extravention*

The Extravention programme runs after the school day. To promote parity and ensure all subject areas have access to the students that they need this is run on a fortnightly cycle. Week one of the school timetable is Core week and week two of the school timetable is non-core week. Students are able to access the whole offer should they choose and specific students that are required to attend certain sessions are invited by those specific subjects.

#### *Protocol and Communication*

- Students for Extravention are identified and invited by the HOD/subject teachers.
- Whole school Extravention offer is communicated to Parents/ Carers/ Students half termly through the key information flyer.
- Communication with home by the HOD/subject teacher inviting the student to the session to be sent home via the office. AHT Intervention to be copied into the email for QA.
- Class teachers to record attendance to sessions via One Drive live document.
- One Drive document to be shared with AHT Intervention to enable QA.

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### **Identification of students for intervention**

#### *Data Analysis Protocol*

Data analysis is conducted at each assessment point for all year groups.

Data manager to produce year group broad sheet overviews and circulate with HT, DHT QofE, AHT Intervention, HOY.

Data manager to identify students that are below the line in 3+ subjects (currently trialling with year 10 only) and produce a report with details of students and subjects. Data Manager to send the list to Admin for letter of concern to be sent home.

Data Manager to generate a list of LELP and HELP students (All Years) and send this to admin. Admin are to send out the relevant letters to parents and carers

Data Manager to generate a list of students at risk of not achieving the basics at grade 4+, 5+ and 7+ cross reference with the students MEG and send this to Admin. Admin are to send out the at risk of not achieving the basics letter to parents and carers.

Data analysis is completed as follows:

- Whole School Headlines including key groups – Headteacher
- Subject headlines including Key groups / students above and below the line – DHT QofE/ AHT Intervention
- Subject specific data analysis including key groups – HOD





- Year group progress data analysis – HOY
- Class specific data analysis – Classroom teacher

### Whole School

Students that are “below the line” in English and/or Maths are added to the Central Intervention Tracker. The tracker is populated with all subjects that the identified student is “below the line” in. (Currently being trialled for Year 11 only)

Students that are identified as being at risk of not achieving the Basics 5+ are placed into the relevant form 9 intervention and are invited to Extravention sessions for the target subject/s.

*NB: The school will introduce tailored interventions to support students in achieving the Basics, where feasible and where a specific need has been identified. At times, this may involve reallocating non-examined subject curriculum time to provide focused, short-term interventions aimed at supporting examined subjects. Such intervention must be coordinated through the AHT Intervention.*

### Subject Specific Intervention

Each of our departments is committed to the early identification of any barriers to learning and the application of early intervention. We recognise that students need to have a firm understanding of powerful substantive knowledge in order to build upon this, recall it and apply it in ever more increasingly difficult contexts. Where knowledge or skills gaps are identified departments will implement their bespoke programme of intervention to ensure these gaps are closed and misconceptions are addressed in a timely manner in order to unlock the next elements of the curriculum for the student and develop Hinterland Knowledge. See below for subject intervention offers.

#### Stage 1

Teaching staff are responsible to implementing their own subject specific intervention (see departmental intervention overviews) Details of actions taken to move the student “Above the line” are to be detailed by the classroom teacher on the Central Intervention Tracker (Year 11 only to be logged currently). This must include the date the action was taken and the impact as a result. A toolkit of interventions are available to aid the classroom teacher in completing this. The HOD is responsible for the QA of the tracker for their subject area. This will be reviewed with the subject SLT link through line management meetings.

| Stage One                      | Identification                                                                                    | Actions                                                                                                                                                                                                                                                                               |
|--------------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Classroom Teacher Intervention | Student identified through day to day classroom teaching, assessment and feedback, CFU, KMP, CKT. | In class targeted intervention<br><br>Classroom teacher contacts home to raise concerns<br>Email/ Letter/ Phone call<br>Class teacher contacts home via home and arranges parental meeting.<br>Add to departmental intervention tracker<br>Raise concern with HOD<br>Monitor progress |

#### Stage 2

Where little/ no positive impact has been seen between data points the student will progress to stage 2 of intervention escalation procedure. During this phase the HOD or Subject TLR holder will work collaboratively with the classroom teacher to apply an additional wave of intervention support. This will be QAed by the SLT for the department through the Line Management structure. A toolkit of interventions is supplied to support this phase.

| Stage Two A               | Identification                                 | Actions                                                                   |
|---------------------------|------------------------------------------------|---------------------------------------------------------------------------|
| Departmental Intervention | Repeated concern from class teacher            | Class teacher and HOD/ Postholder contact home: Email/ Letter/ Phone call |
| KS Coordinator            | Little/ no impact from stage one interventions | Parental Meeting held to discuss concerns and actions                     |





|                                                           |                                                                                                                       |                                                                                                                                                         |
|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Intervention Lead                                         | Assessment data concerns                                                                                              | Student placed on subject report with clear targets as agreed in the parental meeting.                                                                  |
| HOD                                                       | BFL Data concerns                                                                                                     | SEND Referral if appropriate                                                                                                                            |
| TLR Post holder                                           | HOD to conduct data analysis and meet with members of their team to discuss progress and intervention for key pupils. | On going monitoring and communication with home regarding progress to targets                                                                           |
| (See intervention in the classroom document T&L Handbook) |                                                                                                                       | Departmental intervention tracker updated<br>HOD to discuss with SLT Link<br>HOD Adds student and intervention details to central intervention tracker. |

### Stage 3

Where little/ no positive impact is seen between data point (or sooner if required) the student will progress to stage 3 of the intervention escalation procedure. A member of the SLT will be assigned by the AHT Intervention to support the HOD and Classroom teacher with this next phase of intervention. A toolkit is provided to aid this process. This will be QAed by the AHT Intervention and the QofE Senior team.

| Stage Three             | Identification                                            | Actions                                                                                                                                                                                                                                                                                                                   |
|-------------------------|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SLT<br><br>Intervention | Where little/ no improvement is seen from previous stages | SLT member contacts home: Email/ Letter/ Phone call<br>Meeting held with parent regarding progress and underperformance<br>Action plan drawn up with tight milestones for improvement and agreed timeframes for communication<br>Student placed on SLT report<br>Effectively tracked<br>Regular review meetings scheduled |

## None Engagement

### Intervention

Form 9 and Timetabled interventions are part of the school day and the students timetabled offer. Attendance is not optional. Failure to attend the timetabled intervention will be recorded as truancy under the schools behaviour policy.

### Actions:

1. Intervention teacher to inform office that student has failed to attend the session via the ClassCharts lesson attendance alert button.
2. PSM/HOY to contact home and inform parents/ carers that the student has failed to attend their timetabled session and will be in detention afterschool.
3. PSM/ HOY to add student to the SLT afterschool detention register for that evening.

### Extravention

Class teachers to record attendance to sessions via One Drive live document. One Drive document to be shared with AHT Intervention to enable QA.

- Nonattendance at extravention to be followed up (for those targeted and invited).
- Session teacher to send a list of non-attenders to the office who will send out a letter informing Parents/ Carers of their nonattendance and encouraging engagement.





## Monitoring Impact

The Impact of each intervention is to be reviewed at each assessment point. Impact reports will be collated and added to the Headteachers report to Governors. The following post holders are responsible for producing the following impact reports:

- Form 9 – HOD English, Intervention Lead Science, HOD Maths Add in Dates – termly
- Extravention - HOD English, Intervention Lead Science, HOD Maths - termly
- Total Recall – HOD English - termly
- EAL – AHT Intervention – annually
- Literacy/ Numeracy – AHT T&L/ Literacy Coordinator – termly
- Strive/ Endeavor – Challenge Lead - termly
- RIS – RIS Manager - termly
- Power Hour – Power Hour Manager - termly

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## Cancelling of Interventions

In the event of staff absence, all scheduled interventions should proceed as planned and will be covered by the cover manager, if feasible. The decision to cancel an intervention session can only be made by the AHT Intervention or DHT QofE, in consultation with the cover manager, and will only be considered if it is not possible to carry out the intervention. The cover manager has access to the intervention staffing overview and is aware of which sessions require cover, including those that may not explicitly show as needing cover (e.g., when the intervention is led by an LSA). The intervention teacher is responsible for organizing cover in the usual manner. Whenever possible, the intervention should be covered by a teacher from the same subject area. If the intervention teacher needs assistance with this, they should collaborate with the AHT Intervention/DHT QofE for support.

## Impact

Our intervention offer is closely tracked, monitored and quality assured by the AHT Intervention. The impact of each individual strand of intervention is assessed in a timely manner and plans developed based on the evolving and bespoke needs of our students. Through the implementation of our universal offer and our robust intervention strategy our students will gain the best possible academic outcomes and be successful in the next stage or their journey. In addition to this they will also have the capacity to think clearly and deeply, a desire to act with integrity and to show kindness and empathy to others, and the character and leadership experience they need to thrive in the world.

We maintain our unwavering belief that every child who walks through our doors, regardless of prior experience, academic ability or personal barriers has the ability to meet and exceed their potential. Our students will leave our school as best version of themselves.

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