



Intervention statement – Recipe for success

When planning small group support, we ensure it's likely to be effective through following these principles;

- Children with the greatest needs are supported by the most experienced staff
- Training, support and resources are provided for staff
- Sessions are brief and regular, structured and well planned.
- Time away from class is limited. If the intervention is to be run outside of whole-class teaching, it is vital that we are confident that the alternative support is more effective than the teaching that is happening in class. If this is not the case, withdrawing children from whole-class teaching may lead to a widening of the attainment gap. We attempt to mitigate separation effects by ensuring that children who struggle most have no less time with their teacher.
- Connections are made between targeted support and everyday teaching
- As many as possible of our interventions are evidenced based.
- Staff are aware of the needs of individual children and there is a shared responsibility among the staff team for supporting children to make progress.

For Literacy interventions... (taken from EEF improving Literacy in the EY and KS1)

- High quality in-class support for all children (RWI) is always our initial focus.
- Accurate assessment to ensure interventions are appropriately matched to needs.
- Use one-to-one and small group tutoring.
- Regularly review children's progress to ensure the support enhances their learning.

How do we make the best use of TAs?

- We deliver a small number of carefully planned, well-structured interventions
- Where possible, we make sure our interventions are evidenced based.
- High quality training and support for TAs is a priority to ensure maximum impact of the interventions they lead. Time for this is well thought through, planned and structured.
- TAs deliver interventions in a structured way.

When planning interventions, we use the following documents to help us ensure our interventions are as impactful as possible;

- EEF Guidance Report - Improving Literacy in the EY and KS1. September 2020
- EEF Guidance Report - Improving Mathematics in the EY and KS1. January 2020
- EEF Guidance Report - Making best use of Teaching Assistants. October 2018
- EEF Guidance Report - Special Educational Needs in Mainstream Schools. March 2020