

Examples of effectiveness of Interventions 2016

Student Group	Intervention	Impact
Pupil Premium Maths	Small group interventions take place during morning registrations and lesson times and after school and are taught by specialist Maths teachers	Students in all age groups have shown great progress as evidenced by pre-tests and post-tests as well as in the Pupil Premium GCSE results which show Pupil premium Progress 8 of 0.63
Year 7 Catch Up Maths	Small groups of year 7s have worked on Birmingham Maths team intervention booklets in registration times as well as having dedicated additional maths lessons in small groups to work on key topics such as algebra and fractions	100% of year 7 catch up students met their end of year 7 target.
Year 7 Catch up English	Small groups of year 7s were withdrawn from non-Core subject lessons for 2 hours a week of intensive English SPaG catch up in the first half term of the year. 33 students were subsequently enrolled onto Lexia Core 5	In this short time excellent progress was made with one improving as much as 2 sublevels in 7 weeks and half having improved by one sublevel in this time. Lexia students made up to 7 Lexia-levels of progress. 75% of our Low Prior Attainment students met or exceeded their end of year targets.
Year 11 Pupil Premium English	1 to 1 and 1 to 2 Pupil premium English lessons were delivered by a specialist English teacher three mornings a week	All regular attenders achieved their C grade target at GCSE
Small Group Pupil Premium Science Intervention	Small groups of Pupil premium year 11 students had a series of 7 after school GCSE Chemistry lessons	Those who attended regularly saw their percentages improve by between 28% and 36% in the post-test.
Year 10 Pupil Premium Maths interventions	One of our LSAs worked with pairs of year 10 students during PE lesson time over a period of 2 months	In just this short time students made between 46% and 73% progress when retested.
Year 9-10 Pupil premium behavioural interventions	Rigorous application of school behaviour management systems including reports, meetings with parents and BEPs. Students were identified for intervention from the first week of term based on data from the end of the previous year.	The number of exclusions of this group of students has dramatically decreased and their behaviour in and out of school and engagement with school has greatly improved. 95% of students put on a start of year report were taken off report following a successful first 2 weeks.

Attendance	Attendance Contracts and regular contact with parents	Students attendance has improved significantly following the introduction of an Attendance Contract