



Interventions based on evidence (from EEF)

Intervention	Evidence from EEF	What we do at OWE
Extending School Time	Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types extended hours provision. + 3 months	Y6 Booster groups from February
Extending School Time	In addition to providing academic support, some school programmes aim to provide stimulating environments and activities or develop additional personal and social skills. These programmes are more likely to have an impact on attainment than those that are solely academic in focus. + 3 months	Magic breakfast
Collaborative Learning	A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. This is distinct from unstructured group work.	This is one of our core ways of children working in class across a whole range of subjects.
Individualised Instruction	Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective. +4 months	SEND TA support to work with children who are not at ARE in conjunction to the teacher. Teachers know their children, they will give the right instruction to the right child at the right time.



ORMSKIRK WEST END PRIMARY SCHOOL

Oral Language	<p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. +6 Months</p>	<p>Elklan Welcomm Reading & Comprehension interventions.</p>
Parental Engagement	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. +4 months</p>	<p>Maths lessons for parents Baby groups run in conjunction with SHARES Family cooking lessons IEP meetings Parents evenings CFW involvement HAFs Triple P</p>
Phonics	<p>Phonics has a positive impact overall in KS1 with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. +5 months</p>	<p>Grouping for phonics are based on ability. Daily catch up phonics for those falling behind. Twinkl Phonic Rhino Readers that link with the Phases.</p>
Small Group Tuition	<p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. +4 months</p>	<p>Daily interventions with teacher, HTLA or TA.</p>
Social and Emotional Learning	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing</p>	<p>Learning Mentor support PSHE Shine therapy Equine Therapy</p>



ORMSKIRK WEST END PRIMARY SCHOOL

		directly on the academic or cognitive elements of learning. +4 months	Bounce Forward (Lancashire Mind) Insight Out (CFW)
Teaching Assistant Interventions		The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. +4 months	Teaching assistants working both in and outside of the classroom with specific children for a clear outcome.
Reading Comprehension		Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves +6 months	We teach explicit comprehension skills such as inference, prediction, evaluating, summarising, vocab. We also run reading Comprehension interventions.