



# Targeted academic support

## Target setting and data analysis

Disadvantaged students who start at SJT have lower KS2 results than their non-disadvantaged peers. We want to eradicate unintentionally lowering expectations of this group of students so we uplift the KS2 data to bring them in line with the rest of the cohort.

All teaching staff are expected to analyse the data of their classes after every pillar point – they are expected to identify gaps and target student who are underperforming with interventions.

All Directors of Faculty have a Raising Standards meeting once per term to ensure they are driving their faculties.

## Year 11 intervention

The year 11 Progress Leader starts to put specific interventions in place for their year group in the Autumn term depending on the needs of the students. This can include: study skills, effort reward systems, anxiety support and stretch and challenge groups – all will have proportional representation of PP students.

We use Tassomai as a PP-specific intervention to support recall in English, Maths and Science.

Our mentoring programme supports PP students in their final year – the impact of this has been extremely positive in the past.

In January we run our 'Countdown to Success' event to prepare students for the 20 week countdown to their examinations. This includes: study skills, memory workshops, mental wellbeing, physical wellbeing including the importance of sleep.

## Reading intervention

As well as our whole school strategies, we have a number of targeted literacy interventions to support students with low reading abilities.

- Sixth form mentors will be used to support the reading of students with a standardised score of 85-95.
- Students with a standardised score of 85-95 will receive reading intervention with an English teacher or will belong to a reading family. Reading families are a highly successful intervention where small groups of similar ability students are in a 'family' and read together rather than independently.
- The nurture group has been set up in year 7 to support students who have extremely low literacy levels; students are taught the majority of their timetable by one English teacher who focuses on various curriculum areas but support their development in basic literacy skills.