

The Nature of Disadvantage and Vulnerability at Fort Royal School and a Rationale for the Deployment of the Pupil Premium Grant

“The sheer quantity and high quality provisions at Fort Royal School is unusual and outstanding”

D. Sobel. www.inclusionexpert.com –independent advisor who led our School Pupil Premium Review in January & February 2016

As can be seen from the government advice (below) it is imperative that the Pupil Premium Grant (PPG) is focused to support the learning of the most disadvantaged and vulnerable in school.

“The Pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers ”..... “The Pupil premium is paid to schools as they are best placed to access what additional provision their pupils need” DfE March 2014

The nature of disadvantage and vulnerability at Fort Royal School (FRS) is, however, an extremely complex picture. Pupils who receive the PPG make up just over 43% of the whole school population. This compares to only 28% nationally and puts us in the upper percentile. Our school deprivation indicator, however, is only 0.22 which is exactly on par with the National average and so sits squarely at the mid percentile.

Our school catchment area covers a large part of the south of the county and includes rural, urban and semi urban areas and no one socio-economic background is more prevalent than any other (as our deprivation indicator suggests).

These statistics inevitably raise the following questions:

- **Why do we have such a high proportion of pupils who receive the PPG and**
- **What is the nature of their disadvantage if it is not necessarily social deprivation?**

We need to be able to answer these questions in order to accurately focus our PPG and adequately support our disadvantaged and vulnerable learners

To help us answer these questions we began by sending out a survey to other agencies (health, Social services and education) who work with our pupils and families to glean information from their data, knowledge and expertise.

From this exercise we have been able to identify the following **4 factors which we feel explains our increased prevalence of pupils eligible for the PPG** above that which would be expected from our mid percentile deprivation score.

1. The additional pressures and challenges of having a disabled child in the family sometimes leads to parents deciding not to work or work only part time in order to support their child. This may lead to reliance on disability benefits and grants provided by the government, which include factors which would qualify their children for the PPG.
2. This issue is even more prevalent if the child also has complex health needs and requires 24 hour care and frequent appointments with medical professionals.

3. Although we are not able to collect specific data on this issue, it is clear that some (and above average expectations) of our pupils' parents also have disability or learning difficulty. Employment prospects are not good for those with learning difficulties.
4. Within the general population a higher proportion of pupils who have a learning disability are cared for within the looked after system.

These factors all contribute to a **very complex and intertwined picture of disadvantage and vulnerability of FRS** which the school must address. Viewing the issue as purely a PPG issue is clearly too simplistic. The vulnerability of many of our learners is prevent within the PPG population and the nature of the factors which enables many of our learners to qualify for the PPG also makes them very vulnerable but it is also clear that this vulnerability also goes much further into the wider school population.

An analysis of the various **significant factors which may have an impact on vulnerability** of pupils at FRS or on which vulnerability can impact such as:

- attendance
- Ethnic background (EDL)
- progress and attainment,
- Safeguarding concerns,
- emotional health and wellbeing
- health needs
- nature and severity of individual disability

all indicate that there is no one particular common need of the cohort of pupils who receive the PPG that separates or distinguishes them from their peers which would indicate a specific route to targeting our PPG. Our pupils who receive the PPG are on par with their peers, there is no discernable difference between the cohorts in terms of attainment or any of the factors listed above. The issues that are pertinent to vulnerable learners within the school are also pertinent to the PPG group. The pupils who receive the PPG in fact form a sub section of this wider vulnerable group with similar and overlapping needs.

Therefore we can be confident that the intervention and provision we plan for our general population of vulnerable learners will also have a significant impact on the PPG group

So although we do target PPG funds for specific resources and activities for individual pupils who qualify if deemed appropriate, we also use the funds to expand the whole school provision and interventions we plan for all our vulnerable learners in the sure and certain knowledge that pupils in receipt of the PPG will benefit.

Parent support and engagement

The 4 factors which we feel explain our increased prevalence of pupils eligible for the PPG (see above) all indicate that we need to invest much time and effort to support parents with their extremely difficult role of bringing up a child with a disability or learning difficulty, especially if they have their own difficulties. Much of this work comes in the form of time supporting parents and is not necessarily planned, costed or evaluated and derives from the general school provision and is integral to our ethos and to the way we function. It includes, among many others, the following:

- A general collaborative and team approach to working with families
- Parent support groups and family clubs
- A school based Family support worker, who supports parents with care routines and behaviour strategies in the home. This work can be referred by the school or by the parents themselves

- Regular parent training sessions such as Triple P- Stepping Stones (a specialist behaviour programme for parents of a child with disability)
- Sign-along training- to provide parents with a means of enhancing their communication with their child
- Close liaison with a range of professionals who all provided with work bases in school and can support parents in the home, such as Speech and Language therapist, Occupational therapists, wheel chair technicians, Physiotherapists, the school nurse and various other medical professionals who visit the school, a specialist Social Worker team (who have a pod on site) and also the CAMHS team
- Additional time for parents at family conversations, EHCP or statement reviews, parents evenings or through numerous other meetings we arrange in school to support parents such as for behaviour support
- Regular telephone contact (2 way) encouraged
- Regular invites into school to celebrate their child's work and also to provide opportunity for parents to meet staff to express concerns or ask for help
- Help with completing official forms such as disability living allowance or DVLA car allowance form
- Supportive attendance at Child in Need meetings and other meetings arranged by social services.
- Support for parents so they are more able support and extend their child's learning at home
- Personalised resources to support communication and behaviour at home.

key priorities of our vulnerable learner group which should be addressed in the targeted interventions we plan

Beyond supporting parents, most of our targeted and costed energies designed to support our vulnerable learners and PPG pupils, takes the form of specifically targeted interventions which are designed to address the key issues presented by the pupils vulnerability which act (or may act) as a barrier to learning. These Key issues become our core priorities for supporting vulnerable pupils and those who receive the PPG.

The 4 key priorities we address with our intervention work

1. To support parents in order to support their child's learning and development
2. To support the **health needs** of pupils so they are ready to learn
3. To support the **physical needs** of pupils so they are ready to learn
4. To support the **social/emotional needs** and self-regulation needs of pupils so are they ready to learn
5. To support the **communication needs** of pupils so are they ready to learn

How we identify our most vulnerable pupils to prioritise for interventions

We run a spread sheet which contains details for each pupil in school. Each can be cross referenced against the various factors we see as indication of vulnerability (see above) such as being in receipt of the PPG but also other factors such as complex health needs, emotional needs, lack of expected progress and safeguarding concerns. Key staff rag rate each pupil against each factor and from this a view of overall vulnerability across several factors emerges which is then used to highlight the most vulnerable who are given priority access to the menu of interventions available.

Interventions Menu

Taking account of these Key priorities we have created a range of sharply focused interventions which go beyond our general classed based provision and are designed to help pupils with these particular needs more easily access learning. The balance, style and number of these interventions changes over time to keep pace with: new innovations and ideas, feedback from providers and the pupils, the quality of outcomes and the

changing nature of the cohort of pupils. A professional Independence audit of this provision has noted its high quality (see quote at top of this document).

How identified pupils are sign posted to an intervention

A combination of teacher referrals and SLT referrals after scrutiny against the vulnerability spread sheet is used to identify candidates for intervention. Priority is always given to those pupils deemed to be most at need after the rag rating process. Referrals are made on the basis that any particular vulnerability or collection of different vulnerability factors presents a barrier for learning and a referral is selected from an intervention the intervention menu which is likely to best address that issue and help that pupil be more ready for learning.

How these interventions work

Most of these interventions take the form of small groups run by a TA (sometimes a specialist and specifically trained TA). And run for between 10 and 30 minutes per session. Most take place either at the very start of the school day, at lunch time or at the beginning of the afternoon in order to prepare the pupils for the session ahead and so that they arrived more focused and ready to learn.

Most interventions run for ½ a term and then are evaluated for impact. **An intervention planning and review form** is used to identify the entry and exit criteria for each participant (what the intervention is trying to achieve and the impact on learning that will be expected back in class). This is done by the intervention lead in conjunction with the pupil's class teacher. They will also agree how success and impact will be measured. A separate intervention tracking form is used after each session to identify "what went well" and also an "even better if".

Specialist run interventions

Some of the specific intervention run by our specialist TAs or professionals can run at any time for the school day and work on a withdrawal or in class support basis for individuals and small groups. This work includes:

Specialist provider	Interventions offered	Target group	Expected impact
<ul style="list-style-type: none"> Specialist TA for Communication 	<ul style="list-style-type: none"> language groups communication work in conjunction with SALT 	<ul style="list-style-type: none"> Pupils identified by SALTs 	<ul style="list-style-type: none"> On target (UQ) development in communication skills admeasured by FRS assessment framework
<ul style="list-style-type: none"> Special TA for language and communication resources 	<ul style="list-style-type: none"> Creation of individualised resources to support communication for home and school Eye gaze AAC 	<ul style="list-style-type: none"> Pupils identified by SALT After discussion with parents e.g. at EHCP meetings. 	<ul style="list-style-type: none"> On target (UQ) development in communication skills as measured by FRS assessment framework
<ul style="list-style-type: none"> Specialist TA to support sensory learning 	<ul style="list-style-type: none"> High quality and focused access to the school specialist sensory resources for pupils with complex needs and very early developmental skills 	<ul style="list-style-type: none"> Pupils Working at the earliest developmental levels 	<ul style="list-style-type: none"> On target (UQ) development in Early Developmental skills as measured by FRS assessment framework

<ul style="list-style-type: none"> 2 specialist TAs for development of Physical skills (these staff are also trained in all the various medical competencies to support class staff 	<ul style="list-style-type: none"> Physical programmes as designed by the physiotherapists Support individual pupils using specialist equipment Run specialist physical intervention groups Mange morning intervention and sensory swim clubs 	<ul style="list-style-type: none"> Pupils identified by physiotherapists Pupil who are provided with specialist equipment Vulnerable pupils identified in need of intervention groups 	<ul style="list-style-type: none"> Improved physical skills and strength Maintenance of physical skills and prevention of more rapid deterioration
<ul style="list-style-type: none"> A specialist outdoor learning TA 	<ul style="list-style-type: none"> outdoor learning sessions for the whole school Also intervention work for individual pupils and small groups to help with emotional regulation difficulties Forest skills extension work for more able pupils 	<ul style="list-style-type: none"> Vulnerable pupils identified in need of intervention groups 	<ul style="list-style-type: none"> Improved self-regulation and an increase in self-esteem and self confidence Pupils ready for learning on return to class
<ul style="list-style-type: none"> Qualified OT who specialises in sensory integration and regulation 	<ul style="list-style-type: none"> Sensory regulation assessment Development of sensory passport Support for class staff and parents to implement sensory programme Suggest equipment purchases 	<ul style="list-style-type: none"> Vulnerable pupils identified in need of intervention groups An after discussion with parents 	<ul style="list-style-type: none"> Improved self-regulation Pupils ready for leaning Improved transitions Improve wellbeing and independence

Interventions Menu –over view

Key Priority area addressed	Intervention title	Who is it for	Details	What success will look like/ expected impact
1,3&4	<ul style="list-style-type: none"> Individual small group Sensory food sessions Sensory tastes , extra snacks 	<ul style="list-style-type: none"> Pupils identified by SALT. Pupils who are vulnerable because of poor eating habits and selective diet 	<ul style="list-style-type: none"> Run as a lunch time club and also in distinct class sessions, especially at snack time and during messy play sessions 	<ul style="list-style-type: none"> Improved access and tolerance to an increasing range of health foods
1&2	<ul style="list-style-type: none"> Focused and targeted individual sessions with Specialist Physical TA 	<ul style="list-style-type: none"> Pupils identified by physiotherapists Pupil who are provided with specialist equipment Vulnerable pupils identified in need of intervention groups 	<ul style="list-style-type: none"> Physical programmes as designed by the physiotherapists Support individual pupils using specialist equipment Run specialist physical intervention groups Mange morning intervention and sensory swim clubs 	<ul style="list-style-type: none"> Improved physical skills and strength Maintenance of physical skills and prevention of more rapid deterioration
2	<ul style="list-style-type: none"> Specialist equipment (trikes, cutlery, class chairs, mini iPads, trampets etc.) 	<ul style="list-style-type: none"> Pupils identified by SALTs, physiotherapists and sensory and medical occupational therapist 	<ul style="list-style-type: none"> Individual equipment purchased to support and enhance specials programmes, increase independence and build core strength and coordination. Also some equipment for improved access to communication and technology. 	<ul style="list-style-type: none"> Improved physical skills and strength Maintenance of physical skills and prevention of more rapid deterioration Ability to communicate pretences and feelings Improved confidence, self-esteem and access to learning
1,2,3&\$	<ul style="list-style-type: none"> Sensory trail session 	<ul style="list-style-type: none"> Vulnerable pupils identified in need of intervention groups- especially in regard to self-regulation 	<ul style="list-style-type: none"> Early morning use of sensory trails with school grounds, to encourage pupils to become more aware of their environment 	<ul style="list-style-type: none"> Improved self-regulation to be ready for learning on return to class
1,2,3&4	<ul style="list-style-type: none"> Additional Sensory swim sessions in Hydrotherapy 	<ul style="list-style-type: none"> Vulnerable pupils identified in need of intervention groups- especially in regard to self-regulation 	<ul style="list-style-type: none"> Early morning use of the hydrotherapy pool. To enable pupils to self-regulate in an active environment 	<ul style="list-style-type: none"> Improved self-regulation to be ready for learning on return to class

2&3	<ul style="list-style-type: none"> Early morning Playground group 	<ul style="list-style-type: none"> Vulnerable pupils identified in need of intervention groups 	<ul style="list-style-type: none"> Early morning use of outdoor equipment such as bikes and swings within school grounds to enable pupils to self-regulate in an active environment 	<ul style="list-style-type: none"> Improved self-regulation to be ready for learning on return to class
1,3&4	<ul style="list-style-type: none"> Breakfast clubs 	<ul style="list-style-type: none"> Vulnerable pupils identified in need of intervention groups, especially those who have missed breakfast or were not ready to eat breakfast at home 	<ul style="list-style-type: none"> Usually in individual classroom. Healthy food options are offered such as cereal bars, fruit and milk 	<ul style="list-style-type: none"> Improved concentration and readiness to learn
2&3	<ul style="list-style-type: none"> Horse riding sessions with the RDA 	<ul style="list-style-type: none"> Vulnerable pupils identified in need of intervention groups, especially those identified by physiotherapist for physical needs or those who require further sensory integration exercise 	<ul style="list-style-type: none"> At specialist RDA provider off campus supported by additional staffing. Group is identified from vulnerable pupil list by priority need and waiting list 	<ul style="list-style-type: none"> Improved physical skills and core strength Maintenance of physical skills and prevention of more rapid deterioration Improved confidence, self-esteem and access to learning back in school, Developing quality relationship and communication
2&3	<ul style="list-style-type: none"> Focused and targeted individual or small group multi-sensory room sessions with Specialist Sensory TA (or other) 	<ul style="list-style-type: none"> Pupils Working at the earliest developmental levels 	<ul style="list-style-type: none"> High quality and focused access to the school specialist sensory resources for pupils with complex needs and very early developmental skills 	<ul style="list-style-type: none"> On target (UQ) development in Early Developmental skills as measured by FRS assessment framework
2&3	<ul style="list-style-type: none"> Focused and targeted individual or small group Active learning sessions/club with Specialist Sensory TA (or other) 	<ul style="list-style-type: none"> Vulnerable pupils identified in need of intervention groups especially in regard to sensory integration Some identified by sensory OT 	<ul style="list-style-type: none"> Focused session in sensory gym, following progress agreed by OT High quality and focused access to the school specialist sensory resources for pupils with complex needs and very early developmental skills 	<ul style="list-style-type: none"> Improved self-regulation to be ready for learning on return to class Improved confidence, self-esteem and access to learning back in school, Developing quality relationship and communication On target (UQ) development in Early Developmental skills as measured by FRS assessment framework

2&3	<ul style="list-style-type: none"> • Morning club in lower hall 	<ul style="list-style-type: none"> • Vulnerable pupils identified in need of intervention groups especially in regard to sensory integration 	<ul style="list-style-type: none"> • Pupils follow a sensory curium in the lower hall – based on a sensory integration model 	<ul style="list-style-type: none"> • Improved self-regulation to be ready for learning on return to class • Improved confidence, self-esteem and access to learning back in school, • Developing quality relationship and communication
2&3	<ul style="list-style-type: none"> • Active learning club 	<ul style="list-style-type: none"> • Vulnerable pupils identified in need of intervention groups especially in regard to sensory integration 	<ul style="list-style-type: none"> • And early morning session to enable pupils to self-regulate in an active environment 	<ul style="list-style-type: none"> • Improved self-regulation to be ready for learning on return to class • Improved confidence, self-esteem and access to learning back in school, • Developing quality relationship and communication
2&3	<ul style="list-style-type: none"> • Sensory integration assessment and diet via specialist OT) 	<ul style="list-style-type: none"> • Vulnerable pupils identified in need of intervention groups • And after discussion with parents 	<ul style="list-style-type: none"> • Sensory regulation assessment • Development of sensory passport • Support for class staff and parents to implement sensory programme <p>Suggest equipment purchases</p>	<ul style="list-style-type: none"> • Improved self-regulation • Pupils ready for leaning • Improved transitions • Improve wellbeing and independence
3	<ul style="list-style-type: none"> • 1 to1 nurture time to build relationships 	<ul style="list-style-type: none"> • Early developmentally function pupils who still need to develop intentional communication and awareness of others. • Higher functioning pupils who have difficulty forming relationships and need to develop self confidence 	<ul style="list-style-type: none"> • Individual time with adult to develop targeted skills at an intensive level 	<ul style="list-style-type: none"> • Improved confidence, self-esteem and access to learning back in school, • Developing quality relationship and communication
3	<ul style="list-style-type: none"> • Small group or individual outdoor learning session with specialist Forest school TA 	<ul style="list-style-type: none"> • Vulnerable pupils identified in need of intervention groups 	<ul style="list-style-type: none"> • outdoor learning sessions for the whole school • Also intervention work for individual pupils and small groups to help with emotional regulation difficulties • Forest skills extension work for more able pupils 	<ul style="list-style-type: none"> • Improved self-regulation and an increase in self-esteem and self confidence • Pupils ready for learning on return to class

3	<ul style="list-style-type: none"> Support for out of school activities (e.g. stage coach) 	<ul style="list-style-type: none"> Individual identified pupils after discussion at EDHCP or LAC meetings 	<ul style="list-style-type: none"> As per agreement 	<ul style="list-style-type: none"> Improved confidence, self-esteem and access to learning back in school, Developing quality relationship and communication
	<ul style="list-style-type: none"> Our door learning mornings and Friday club 	<ul style="list-style-type: none"> Vulnerable pupils identified in need of intervention groups especially in regard to emotional regulation 	<ul style="list-style-type: none"> And early morning session to enable pupils to self-regulate in an active and aware of their environment 	<ul style="list-style-type: none"> Improved confidence, self-esteem self-regulation and access to learning back in school, Developing quality relationship and communication
3	<ul style="list-style-type: none"> Support to attend holiday clubs 	<ul style="list-style-type: none"> Vulnerable pupils identified in need of additional support 	<ul style="list-style-type: none"> Clubs run in holiday to maintain skills, routines and relationships over the holiday period Maintain physical programmes 	<ul style="list-style-type: none"> Improved confidence, self-esteem self-regulation and access to learning back in school Improved transition back to school Maintenance of physical skills
	<ul style="list-style-type: none"> Financial support for school transport 	<ul style="list-style-type: none"> Individual identified pupils after discussion at EDHCP or LAC meetings 	<ul style="list-style-type: none"> Support with cost of transport to school for pupils whose parents do not qualify 	<ul style="list-style-type: none"> Improved school attendance and punctuality – Knock on positive effects on behaviours and ability to learn
3	<ul style="list-style-type: none"> Financial Support school uniform 	<ul style="list-style-type: none"> Individual identified pupils after discussion at EDHCP or LAC meetings 	<ul style="list-style-type: none"> Support with cost of uniform to school for pupils whose parents do not qualify 	<ul style="list-style-type: none"> Improved confidence, self-esteem
3&4	<ul style="list-style-type: none"> Pet therapy 	<ul style="list-style-type: none"> Vulnerable pupils identified in need of intervention 	<ul style="list-style-type: none"> Care and nurture for school pets 	<ul style="list-style-type: none"> Improved confidence, self-esteem Developing quality relationship and communication
4	<ul style="list-style-type: none"> Small group language and speech sessions with Specialist Communication TA 	<ul style="list-style-type: none"> Pupils identified by SALTs 	<ul style="list-style-type: none"> language groups communication work in conjunction with SALT 	<ul style="list-style-type: none"> On target (UQ) development in communication skills as measured by FRS assessment framework
	<ul style="list-style-type: none"> Parent sign along training 	<ul style="list-style-type: none"> Individual identified parents of pupils after discussion at EDHCP or LAC meetings 	<ul style="list-style-type: none"> 10 week structured course lead by qualified sign along tutors 	<ul style="list-style-type: none"> Improved communication and relationship at home Improved communication between home and school
	<ul style="list-style-type: none"> Specialist TA to support class staff with the creation of individualised resources to support communication needs at home and school 	<ul style="list-style-type: none"> Pupils identified by SALT After discussion with parents e.g. at EHCP meetings. 	<ul style="list-style-type: none"> Creation of individualised resources to support communication for home and school 	<ul style="list-style-type: none"> On target (UQ) development in communication skills as measured by FRS assessment framework

				<ul style="list-style-type: none"> Improved communication and behaviours at home
3&4	<ul style="list-style-type: none"> Intensive interaction sessions 	<ul style="list-style-type: none"> Pupils identified by SALT Pupils working at very early developmental levels 	<ul style="list-style-type: none"> Individual or small groups session started by specialist communication TA usually with aim of up skills class staff to take over 	<ul style="list-style-type: none"> Developing quality relationship and communication
	<ul style="list-style-type: none"> Eye gaze sessions 	<ul style="list-style-type: none"> Pupils identified by SALT or teacher sensory impairments Pupils working at very early developmental levels 	<ul style="list-style-type: none"> Individual session supported by specialist TA or class staff 	<ul style="list-style-type: none"> Developing quality relationship and communication
	<ul style="list-style-type: none"> Additional Communication and language (SALT) assessment, modelling language session with staff and staff training 	<ul style="list-style-type: none"> Pupils identified by SALT 	<ul style="list-style-type: none"> Additional SALT impute proved by the school 	<ul style="list-style-type: none"> On target (UQ) development in communication skills admeasured by FRS assessment framework Developing quality relationship and communication
	<ul style="list-style-type: none"> Lunch time clubs 	<ul style="list-style-type: none"> Accessible for all pupils but vulnerable and PPG pupils are prioritised 	<ul style="list-style-type: none"> Clubs decided by school council counselling pupil's opinion. Lead by school staff 	<ul style="list-style-type: none"> Improved confidence, self-esteem self-regulation and access to learning back in school Improved transition back to school in the afternoon Maintenance of physical skills Improved access and tolerance to an increasing range of health foods

Intervention Planning and Review Form.
Intervention title_____

Lead _____ Start date _____ End date _____			Key vulnerability priority this intervention will target. 1. Health needs.2. Physical needs. 3. Social/emotional needs. 4.Communication needs
Details of intervention (please describe briefly in two or 3 sentences)			
Pupil name	Entry criteria- what is this intervention trying to achieve for this pupil? (think especially in relation to learning back in class- discuss this with teacher)	Exit criteria – what will success look like? think especially in term of impact back in class	Evaluation and feedback (impact) 1. What do you think? 2. What does the teacher think? 3. What does the pupil think? (if appropriate)
How many pupils made progress? How many graduated?		What went well? Even Better if	

Weekly impact of intervention tracker (use this form in conjunction with the intervention planning and review form)

Intervention title:		Exit criteria:	
Start date:	End date:	Staff:	

Pupil						
Week 1	www	www	www	www	www	www
	EBI	EBI	EBI	EBI	EBI	EBI
Week 2	www	www	www	www	www	www
	EBI	EBI	EBI	EBI	EBI	EBI
Week 3	www	www	www	www	www	www
	EBI	EBI	EBI	EBI	EBI	EBI
Week 4	www	www	www	www	www	www
	EBI	EBI	EBI	EBI	EBI	EBI

Week 5	www	www	www	www	www	www
	EBI	EBI	EBI	EBI	EBI	EBI
Week 6	www	www	www	www	www	www
	EBI	EBI	EBI	EBI	EBI	EBI
Outcomes						
Evaluation						

Guidance notes for use of Intervention Planning and Review Form and the Weekly impact of intervention tracker

- The purpose of these two forms is to enable you to accurately and succinctly measure the impacts of the interventions you are responsible for.
- The purpose of these interventions is to address barrier for learning so that the pupils are more ready to learn in class and access and participate in the curriculum

Entry and Exit Criteria:- Please discuss these with the pupil's class teacher. Establishing an entry and exit criteria brings meaning to why you have chosen this intervention for this pupils. It will enable you to keep focussed on what the goal is. Then entry and exit criteria should be the same for example:

Entry criteria: For pupil to attend and contribute to class group activity for 10 minutes. Exit criteria pupil will attend to class active for 10 minutes and will make a contribution when requested.

WWW & EBI what went well & Even Better IF. These are common terms to refer to the progress that was made and how things could be better next time

