



Burhill Primary School Provision Map

Wave 3 Interventions

Intervention	Description	Year Groups	Size of group /frequency	Expected Outcome
Fischer Family Trust	A reading and writing intervention delivered by a trained LSA	Year 1 /Year 2	1:1 daily 30 mins 10-20 weeks	Accelerated progress in reading and writing 2 or 3 sublevels of progress Assessments at beginning and end of programme
Speech Language and Communication Needs	Pupils supported by the Mainstream or Early Years Speech and Language Service work on their speech and language targets with school staff	All year groups	Usually 1:1 although some children with similar speech articulation difficulties can be supported in a very small group Frequency as directed on report	Children will make progress on their individual targets. Their targets will be evident on their IEP and speech and language report
Occupational Therapy	Pupils supported by the Paediatric Occupational Therapy Department work on their individual targets with school staff	All year groups	Usually 1:1 although some children with similar OT needs can be supported in a very small group Frequency as directed on report	Children will make progress on their individual targets. Their targets will be evident on their IEP an speech and language report
Precision Teaching	Precision Teaching is a teaching method used to accelerate progress particularly in word reading and spelling skills although it is also used to increase children's proficiency in number		1:1 intervention usually carried out daily (at least 3 times a week)	Children will make accelerated progress in the targeted area . They will increase in confidence as they see their achievement s
Better Reading Partnership	Reading intervention Delivered by a trained LSA/TA	Year 1/Year 2	1:1 at least three times a week for 15 mins 10 weeks	Children will make accelerated progress in their reading (at least 2 sublevels)
Toe by Toe	A highly structured multi sensory reading programme for children with specific literacy difficulties	Year 3	1:1 daily intervention 10-15 mins for as long as programme takes	Children will make good progress in their reading. Reading assessment at beginning and end of intervention



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5 mins box	Early reading and phonics intervention for children struggling with acquiring letters and sounds and early reading skills	Year 1/2	5 mins daily	Children will make accelerated progress and catch up with peers. Entry exit data will show progress.
First Class Number	A maths intervention to move a child from a level 1c to a 1a delivered by a trained LSA/TA	Year 1/Year 2	4 children 3X 45 mins for 12-15 weeks	Children will make at least 2 sub levels of progress
Closing the Gap Numicon	Structured Maths intervention using Numicon	All year groups	1:1 or paired group	To make progress in maths using practical resources to help (Record sheet and tracking shows progress)
Drawing and Talking	Support for children experiencing emotional difficulties	All year groups	1:1 30 mins session weekly	Children will make progress emotionally. The pupil self assessment will evidence that they are happier in school and be able to talk about their worries
Physiotherapy	Pupils supported by the Paediatric Physiotherapy Department work on their individual targets with school staff	All year groups	1:1 As directed by their physiotherapy programme	Children will make progress on their individual targets. Their targets will be evident on their IEP and Physiotherapy report
ELSA Support	Pupils who require social and emotional support (Trained Emotional Literacy Support Assistant)	All year groups	1:1 or small group depending on need	Children will show progress in social and emotional aspects of learning . Various tools used to baseline and show progress SDQ/ BOXALL PROFILE/ EMOTIONAL PART OF SNIP CHART /BEHAVIOUR LOGS ETC
Support for pupils with Statements of Special Educational Needs Pupils or high need SEN support	Support for pupils with Statements of Special Educational Needs. Pupils with statements may have additional support in order to facilitate access to the curriculum e.g. Literacy, Mathematics, Social Skills,	All year groups	1:1 or small group depending on need. LSA will encourage independence	Children will make progress towards objectives and target s on their statement or Individual Support Plan



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	Behaviour etc			
Playground support	Support at playtime to ensure appropriate interaction with peers and help develop social skills	All year groups	1:1 or small group depending on need	Children will have fewer playtimes. There will be less incidents for children who have social , emotional or mental needs