



HALL GREEN SCHOOL

INTERVENTIONS AND DRAP ACTIONS TO SUPPORT EVERY CHILD

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Interventions and DRAP Actions to support every child at Hall Green School

We are very proud of the successes of our pupils and our academic record as a School. The majority of our pupils make good progress and leave as well-rounded young people who are well prepared for the next stage of their academic journey. We have had either positive Progress 8 or Value Added every year since 2016 and in 2022 Hall Green was in the top 20% of all Schools nationally for progress, with a P8 score of +0.33.

Of course, many children, at some point in their school journey, fall behind and this is to be expected. They may miss some lessons through illness, or don't grasp a critical concept. They will then catch up through our first line of support: excellent teaching. All teachers continually assess pupil's understanding in class, adapt their teaching to respond to any gaps, and we use a curriculum that revisits and embeds knowledge over time. However, over the course of their 5 years at Hall Green, some pupils will need additional interventions to ensure they can take full advantage of the excellent teaching at Hall Green, and we aim to meet these needs as part of our Early Help Offer. In keeping with the Government's Parent Pledge published in the recent White Paper, we use robust, reliable assessment to identify children who need extra help, and offer targeted, evidence-based support to these children.

Our calendared data points will keep parents informed of the progress of their child and information regarding penalties, praises and homework is available through ClassCharts. Where appropriate, staff will contact home to give further information on progress, behaviour, welfare or attendance. Parents are always invited to contact school if they would like further information.

Year	Autumn term	Spring Term	Autumn term
Year 7	AtL data Standardised reading tests Year 7 Settling In Meetings	AtL data and Progress Data	AtL data and Progress Data GL Exam Results in English Year 7 ROA Year 7 Parents' Evening
Year 8	AtL data Standardised reading tests	AtL data and Progress Data Year 8 ROA Year 8 Parents Evening	AtL data and Progress Data GL Exam Results in English and Maths
Year 9	AtL data	AtL data and Progress Data Year 9 ROA Year 9 Parents Evening and Options Evening	AtL data and Progress Data GL Exam Results in English and Maths Standardised reading tests
Year 10	AtL data and Progress Data	AtL data and Progress Data Year 10 Parents' Evening	AtL data and Progress Data Year 10 ROA Year 10 Mock Exam Results
Year 11	AtL Data and Progress Data Mock Exam Results Parents Evening	AtL data and Progress Data Pearson Maths Mock Results Mock Exam Results Year 11 ROA	AtL data and Progress Data

We categorise the level of intervention required as Wave 1, Wave 2 and Wave 3 interventions as follows:

Wave	Includes	Interventions led by
Wave 1	Pupils who are below expected progress in an individual subject or whose behaviour is leading to more behavioural penalties than we would expect	Class teacher and form tutor and pastoral assistants
Wave 2	Pupils who are falling below expected progress in multiple subjects, or whose Attitude to Learning grades include multiple grade 3s, or whose attendance is less than 95%, or whose behaviour is leading to significantly more behavioural penalties than we would expect	Class teacher, form tutor, Head of Department, Head of House, Welfare and Attendance Teams, Senior Team.
Wave 3	Pupils who have fallen a long way behind expected progress in multiple subjects, or whose Attitude to Learning grades include multiple grade 3s, or whose attendance is less than 90%, or whose behaviour is leading to significantly more behavioural penalties and higher level sanctions	Class teacher, form tutor, Head of Department, Head of House, Welfare and Attendance Teams, Senior Team, Headteacher and Governors

DRAP (Data Review Action Plans) actions are a list of strategic interventions that staff employ for pupils in all 3 Waves as a result of the data we collect in school. Not all interventions are appropriate for every child who falls behind, but our experience shows that these interventions support children who do fall behind in making more progress. Specific Pupil Premium strategies are further laid out in the Pupil Premium Strategy Statement on the school's website.