

## **Action Plan for supporting students across school**

**The Thomas Alleyne Academy has identified clear targets to support a range of students in school who may be disadvantaged, to ensure equity of opportunity for all of our students. These targets are detailed below, along with the measures used to ensure good progress is being made.**

### **Target 1: Support reading through targeted assessment and intervention**

- **Goal:** Ensure all students in Years 7 and 10 complete a Survey Level Assessment (SLA) to access appropriate reading interventions.
- **Interventions:**
  - Implement the Reading Fluency programme for Years 7 and 10, aiming to improve students' reading ages.
  - Deliver the Thinking Reading programme effectively, with measurable increases in reading ages.
- **Measurement:** Significant progress in reading skills compared to students' chronological ages.

### **Target 2: Optimize the allocation of teaching assistants (TAs)**

- **Goal:** Assign TAs to specific year groups to support students with plans and enable lesson access.
- **Strategies:**
  - Require TAs to provide weekly progress feedback to the SENDCO during meetings.
  - Facilitate small group work with targeted students.
- **Measurement:**
  - Positive progress reports during Learning Support Unit (LSU) meetings.
  - Improvements in attendance and teacher behavior logs.
  - Measurable gains in curriculum attainment.

### **Target 3: Improve attendance and reduce barriers for disadvantaged students**

- **Goal:** Engage early with PP (Pupil Premium) and SEND (Special Educational Needs and Disabilities) students under 90% attendance from the previous term to identify and resolve barriers.
- **Strategies:**
  - Provide resources such as uniforms, vouchers, equipment, or transport support where needed.
  - Conduct home visits for families with no contact.
  - Maintain daily, in-person follow-ups for persistent absentees.
- **Measurement:** Increased attendance rates and successful resolution of barriers impacting attendance.