

**INTERIM REPORT – FEBRUARY 2019 DISADVANTAGED STRATEGY**

Objective	Evaluation	RAG	Next Steps																					
<p>Effective Teaching for All.</p>	<p><b>Embedding Read Write Inc. across the school</b></p> <table border="1" data-bbox="427 432 1151 683"> <thead> <tr> <th>Data Reading Dec 18</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td><b>ARE Gap between DA and N-DA end of autumn 2018</b></td> <td>-10</td> <td>-6</td> <td>+7</td> <td>-18</td> <td>-26</td> <td>-17</td> </tr> <tr> <td><b>GD Gap between DA and N-DA end of autumn 2018</b></td> <td>+10</td> <td>-6</td> <td>-4</td> <td>-11</td> <td>-7</td> <td>-24</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• F2 DA GLD Gap Sept to Dec: 23% to 3%</li> <li>• Yr 1DA gap now 2% for phonics</li> <li>• Year 6 DA ARE Gap Sept- Dec: 22%- 17%</li> <li>• Year 5 DA ARE Gap Sept- Dec: 34%-26%</li> <li>• Year 4 DA ARE Gap Sept-Dec: 30%-18%</li> <li>• Reading gap/ phonics gap diminishing in reception- year 4</li> <li>• Rigorous tracking of progress for all pupils ensuring early identification if a pupil is not making good progress</li> <li>• High quality delivery of phonics monitored weekly through learning walks</li> <li>• Bespoke coaching provided weekly for staff if deliver of lessons identified as not being high quality ensuring quality teaching for ALL</li> <li>• Fresh Start programme introduced for year 5 and 6 pupils and DA pupils priority due to gap between DA and N-DA</li> </ul>	Data Reading Dec 18	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	<b>ARE Gap between DA and N-DA end of autumn 2018</b>	-10	-6	+7	-18	-26	-17	<b>GD Gap between DA and N-DA end of autumn 2018</b>	+10	-6	-4	-11	-7	-24		<ul style="list-style-type: none"> <li>• The reading gap is diminishing in years 4-6, however; a rapid reduction is needed so Reciprocal Reading has been introduced for years 4 and 5 (February 2019).</li> <li>• Year 6 using QLA (question level analysis) to identify gaps and target pupils in boosters and reading therapies</li> <li>• Analysis of progress for DA pupils on Fresh start programme</li> <li>• RWI Language and Literacy next focus to diminish writing gap between DA and N-DA pupils</li> </ul>
Data Reading Dec 18	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6																		
<b>ARE Gap between DA and N-DA end of autumn 2018</b>	-10	-6	+7	-18	-26	-17																		
<b>GD Gap between DA and N-DA end of autumn 2018</b>	+10	-6	-4	-11	-7	-24																		
	<p><b>Maths Support</b> At the end of the autumn term the school reviewed its maths strategy through data analysis and data trends and opted for a mastery scheme- Inspire Maths.</p>		<ul style="list-style-type: none"> <li>• Measure Impact of Inspire Maths in March data drop</li> </ul>																					

DA and N-DA gaps increased especially in years 5 and 6.

Data: ARE Maths Dec 18	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>ARE Gap between DA and N-DA September 2018</b>	+8	-1	+7	-15	-18	-19
<b>ARE Gap between DA and N-DA December 2018</b>	+6	-6	+2	-18	-26	-25
<b>Analysis of Gap</b>	-2	-5	-5	-3	-8	-6

- Priority year groups: years 5 and 6- maths Pixl therapies started in both these year groups using QLA

**High Achieving DA pupils' progress in line with High Achieving non-DA pupils**

GD Reading	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>GD Gap between DA and N-DA end of autumn 2018</b>	+10	-6	-4	-11	-7	-24
GD Maths	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>GD Gap between DA and N-DA end of autumn 2018 for maths</b>	+16	-5	-2	0	+1	-24

- GD PP pupils discussed in progress meetings- pupils not making adequate progress identified and targeted.

- Gap analysis has been undertaken in year 6 and booster and Pixl therapies are now in place for targeted GD PP pupils.
- Reciprocal Reading introduced to years 3-5 February 2019, in addition to whole class reading
- QLA (question level analysis) to be undertaken for year 4 reading to identify barriers. Reciprocal Reading being introduced to year 4.

DA pupils' resilience, confidence and self-belief developed so that they are more effective learners and

**Developing pupils Emotional Literacy and resilience**

- ELSAs started in January 2019- referral system up and running with baseline assessments undertaken to measure impact and weekly observation of pupils to measure impact in the classroom.

- Measure impact of pupil's self-regulation in class in March.

disruptive behaviours are reduced.	<b>Mentoring for academic progress and emotional well-being</b> <ul style="list-style-type: none"> <li>Sports coach employed one afternoon a week to mentor identified year 6 pupils. Reduced incidents in high-level behaviours and disruptions in class but academic progress still an area for development.</li> </ul>		<ul style="list-style-type: none"> <li>Meet with Reading Football Club who provide mentors who focus on academic reading as well as self-esteem for next academic year.</li> </ul>
	<b>Welfare Fund</b> <ul style="list-style-type: none"> <li>DA pupils look the same as N-DA pupils in terms of uniform</li> </ul>		<ul style="list-style-type: none"> <li>Shoes next focus for DA pupils</li> </ul>
Reducing vocabulary gap in Reception and increasing academic reading throughout the school	<b>Oral language development in Reception</b> <ul style="list-style-type: none"> <li>Speech Link assessment carried out on all Reception pupils. DA pupils were targeted in the afternoon reception teacher focusing on vocabulary/ oral language gaps identified from Speech link assessments, however; due to teacher illness in reception this has not been consistent and some gaps remain.</li> </ul>		<ul style="list-style-type: none"> <li>Review capacity in reception for oral language development for DA pupils to continue.</li> </ul>
	<b>Developing Academic Reading</b> <ul style="list-style-type: none"> <li>CPD provided for teacher autumn term- vocabulary now on learning walls, some year groups plan in specific vocabulary work ( year 5 and 6). Not consistent throughout the school- area for development still</li> <li>Reciprocal Reading training delivered to years 3-5 teachers</li> </ul>		<ul style="list-style-type: none"> <li>Ensure vocabulary strategy in consistent around school</li> <li>Years 3- 5 to start using Pixl Vocab app in</li> <li>KS 2 timetable reviewed for years 3-5 and key skills in RWI session- reciprocal reading , grammar and spelling starting after half term</li> </ul>
	<b>Developing Cultural Capital</b> <ul style="list-style-type: none"> <li>Bespoke lessons provided to pupils on the lead up to Hampton Court trip -booked for 18<sup>th</sup> March.</li> </ul>		<ul style="list-style-type: none"> <li>Pupil voice to be undertaken after Hampton Court visit</li> </ul>
Through gap analysis, effective DTT (diagnose, teach, and test) DA pupils operate at the same level of attainment as non DA pupils.	<b>Gaps in learning identified, analysed and targeted</b> <ul style="list-style-type: none"> <li>QLAs ( Question, Level, Analysis) undertaken and used for identified DA pupils for boosters and Pixl therapies ( maths, reading and writing) in year 6</li> <li>QLAs undertaken in year 5 and year 2 too.</li> <li>Pixl therapies not taking place in all year groups- area for development</li> <li>Pixl core team reviewed. CP being coached by NW to become new Raising Lead while NW to oversee Pixl strategy and develop new Pixl core team to ensure consistency and capacity across the school.</li> </ul>		<ul style="list-style-type: none"> <li>All year groups to have Pixl therapies up and running after analysis of data. DA pupils first for therapies.</li> <li>NW to continue coaching CP to become new Pixl Raising Lead to increase capacity of delivering Pixl successfully across the school</li> <li>Review impact of therapies using PLCs in March</li> </ul>
	<b>SEN needs identified and correct provision provided</b> <ul style="list-style-type: none"> <li>Support for Learning teacher works with four DDA pupils- autumn targets achieved by all pupils</li> </ul>		<ul style="list-style-type: none"> <li>Years 4, 5 and Year 6 are currently priority year groups to due to large attainment gap</li> </ul>

- Behaviour Support Team delivered eight weeks of training for all FS1, FS2 and year 1 TAs- through needs audit by headteacher. Reduced incidents in behaviour from September to December.
- SENTAs and teachers and TAs have received training on sensory processing, Downs, ASD, attachment disorders, ELSA training out of school, cochlear implants in the autumn term- greater understanding of pupils' specific needs and provision adapted to meet the needs of the children- learning walks, Child Learning Profiles Targets (IEPs), outside agency meetings

**Impact:**

<b>Y1 Writing ARE</b>	GHPS Aut 1	National Aut 1	GHPS Aut 2	National Aut 2
SEN	33%	30%	33%	30%
<b>Writing GD</b>	GHPS Aut 1	National Aut 1	GHPS Aut 2	National Aut 2
SEN	33%	-	33%	-

<b>Y1 Maths ARE</b>	GHPS Aut 1	National Aut 1	GHPS Aut 2	National Aut 2
SEN	50%	36%	50%	36%
<b>Maths GD</b>	GHPS Aut 1	NA Aut 1	GHPS Aut 2	NA Aut 2
SEN	33%	-	33%	-

<b>Y2 Reading ARE</b>	GHPS Aut 1	National Aut 1	GHPS Aut 2	National Aut 2
SEN	36%	34%	43%	34%
<b>Reading GD</b>	GHPS Aut 1	National Aut 1	GHPS Aut 2	National Aut 2
SEN	7%	-	7%	-

<b>Y2 Writing ARE</b>	GHPS Aut 1	National Aut 1	GHPS Aut 2	National Aut 2
SEN	36%	30%	43%	30%
<b>Writing GD</b>	GHPS Aut 1	National Aut 1	GHPS Aut 2	National Aut 2
SEN	0%	-	0%	-

<b>Y2 Maths ARE</b>	GHPS Aut 1	National Aut 1	GHPS Aut 2	National Aut 2
SEN	50%	36%	50%	36%
<b>Maths GD</b>	GHPS Aut 1	National Aut 1	GHPS Aut 2	National Aut 2
SEN	7%	-	7%	-

**One-to-one tuition for PP pupils in Year 6 and Year 2.**  
Third Space learning after school for year 6 DA pupils

between SEN and non SEN pupils and they are below national.

- Review progress of pupils E and I with year 6 teachers
- Continue with Third Space Learning and review impact after SATs for following academic year ( cost and progress made)

	SATs Arithmetic paper ( maximum marks 40)	Baseline Raw score( Dec 2018)	Raw score after five weeks tuition ( Febraury2019)		
	Child A	24	32		
	Child B	20	35		
	Child C	28	39		
	Child D	19	32		
	Child E	21	22		
	Child F	24	34		
	Child G	25	35		
	Child H	37	39		
	Child I	27	28		
Reduce persistent absenteeism for DA pupils. DA pupils' attendance to be in line with N-DA pupils.	<b>Attendance tracked and closely monitored by attendance officer and PP Lead</b> <ul style="list-style-type: none"> <li>In the autumn term attendance was in line with the national</li> <li>FSM attendance increased from 93.33% in Autumn 1 to 98.28% in autumn</li> <li>School bought into new EWO service with a priority on PA ( home visits, meetings with parents and action plans)</li> <li>Year 6 targeted year group through analysis of their attendance- Year 6 FSM attendance increased from 93.33% to 98.28% ( Oct- Dec 2018) resulting in a positive DA</li> <li>Attendance page now on website</li> </ul>				<ul style="list-style-type: none"> <li>PA for boys still a priority</li> <li>Focus on EYFS to develop higher expectations for attendance</li> </ul>
	<b>Rewarding attendance for PP pupils.</b> <ul style="list-style-type: none"> <li>Attendance celebrated in Friday's assembly with winning class receiving ten minute reward token – year groups eager to win and asking teachers for attendance % near the end of the week- feedback from teachers</li> <li>Attendance celebrated in weekly newsletter- raised profile of the importance of attendance</li> </ul>				<ul style="list-style-type: none"> <li>98% club and 100% club attendance certificates to be given out at the end of spring term ( certificates were given out at the end of the autumn term).</li> </ul>
Increased parental engagement particularly in	<b>FSA and Inclusion Team to support vulnerable families</b> <ul style="list-style-type: none"> <li>Inclusion Team have supported parents through CAF forms, helping complete forms once referrals made, sign</li> </ul>				<ul style="list-style-type: none"> <li>In partnership with School's Play therapist, GHPS running anxiety workshop for parents for six weeks after listening to parents' needs.</li> </ul>

<p>Reception and Key Stage 1</p>	<p>posting parents and sending out personal invites to workshops for anxiety, ASD etc.- evidence parent logs and school calendar- impact is targeted families working with the school now in partnership.</p>		<p>Review impact at the end of March About continuing workshop again.</p>
	<p><b>Stay and Play sessions/ Open Learning workshops for parents each term for reception, year 1 and year 2.</b>  Open Learning workshops:</p> <ul style="list-style-type: none"> <li>• 10<sup>th</sup> and 11<sup>th</sup> October- calculation workshops for year 1 and year 2</li> <li>• 13<sup>th</sup> and 14<sup>th</sup> November- the importance of concrete apparatus for reception</li> <li>• 20<sup>th</sup> November and 22<sup>nd</sup> November- making phonics fun for reception</li> <li>• 15<sup>th</sup> and 16<sup>th</sup> January 2019- story writing workshop for year1</li> <li>• 22<sup>nd</sup> and 23<sup>rd</sup> January division workshop for year 3 parents</li> <li>• Reduced number of DA parents took part in year 3 workshop and parent numbers were down for year 3 workshop too.</li> </ul>		<ul style="list-style-type: none"> <li>• Focus on increasing parents' attendance to year 3 workshops</li> <li>• Explore workshops for years 4, 5 and 6</li> </ul>
	<p><b>RWI workshops</b>  Workshops did not have a gap between DA and N-DA pupils due to targeting parents.</p>		<ul style="list-style-type: none"> <li>• Continue targeting DA parents especially any DA pupils not making adequate progress with their RWI phonics</li> </ul>
	<p><b>Evaluation/ feedback form used for workshops</b>  Feedback forms given to parents and actioned where appropriate e.g. change of times of events, venue for workshop  Parent feedback from maths workshop for FS2:  Being with my daughter  Watching my daughter count  Watching my child learn  Seeing my child able to count Watching my child learn + grow in school  Playing with my niece  Way of counting for children Learning new skills  Learning with my child Working with the children</p> <p>Feedback acted upon form year 1 and year 2 Open Learning workshops  Being able to hear and concentrate because of noise  Maintaining his concentration  Distractions (other children)  Was just a bit too loud &amp; busy, maybe split each class into 2 sessions next time</p>		<ul style="list-style-type: none"> <li>• Continue listening to parent feedback</li> </ul>

	<p><b>Garden to table Project for KS2</b></p> <ul style="list-style-type: none"><li>• Staff member who was involved with the project left in December 2018. School did not have the staff capacity to run the project successfully and underestimation of time needed for project meant that it was not viable.</li></ul>		<ul style="list-style-type: none"><li>• Analysis of needs of the children and families school has decided to invest in dog therapy with the money instead for all year groups.</li></ul>
--	---	--	--