Intervention impact analysis: Summer 2019

**SEN interventions:**

Toe by Toe:

One Year 4 pupil at present in school accessing Toe by Toe.

Their reading age has increased from 8yrs 2mths to 10yrs in 3mths.

Their comprehension age has increased from 8yrs 6mths to 11years in 10mths.

**Rainbow word intervention:**

Two pupils follow this programme. Small steps being achieved by both pupils. Evidence is assessed and monitored in their individual workbook. This is kept up to date by their lead practitioner working with them.

**Fisher Family Trust (FFT)**

Two Year 1 pupils are following this programme in school.

One pupil has been assessed over three assessment periods and has increased scores showing progression in areas of letter recognition, understanding of print, reading high frequency words, reading phonemes diagraphs, words, sentences, writing high frequency words, reading Phase 3 and Phase 4 high frequency words.

This is also had impact on how pupil is working in class. Class teacher reports he is much more confident with all English planned.

The other pupil is at the beginning of the assessment process and will continue with FFT in the autumn term 2018.

**Fit To Learn:**

Fit to learn runs as an early morning intervention and is led by Mrs Gordon. During the summer term, six boys have attended the programme. The end assessment shows all have progressed from their pre-programme score.

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| --- | --- | --- |
| **Pupil** | **Pre- programme score** | **Post programme score** |
| **Pupil A** | **10** | **15** |
| **Pupil B** | **15** | **23** |
| **Pupil C** | **10** | **19** |
| **Pupil D** | **11** | **22** |
| **Pupil E** | **13** | **15+** |

Next Steps;

Continue with all of the above-bespoke interventions in September 2019

**Boosters/ identified interventions within school:**

Spring and summer class based interventions

Key Stage 1:

* Year 1 Maths
* Year 1 Writing
* Year 2 Reading booster
* Year 2 greater depth maths booster

Key Stage 2:

* Year 3/5 handwriting ( examples of work with sheet)
* Year 3/4 arithmetic booster
* Year 5/6 maths arithmetic club
* Year 6 maths booster
* Year 6 more able booster

Next steps:

* SENCO to monitor SEN interventions and KS 1 groups
* KS 2 coordinator to monitor KS 2 boosters

**Key Stage 1:**

* Three Year 2 children made better than expected progress in reading due to booster sessions in reading**. Achieved Evidence KS 1 data.**
* Out of the above group, identify the girls in Year 2 to try to close gender gap between boys and girls in GD maths at KS 1. **Achieved Evidence KS 1 data.**
* Year 2 teachers to identify the pupils who came through as exceeding from EYFS in reading and tailor guided reading groups and additional reading group after school to focus on inference questions to achieve greater depth. **Achieved.** **Evidence KS 1 data.**
* Year 1 teachers have identified the stronger readers in the cohort who achieved a strong ARE in reading. Target these pupils to achieve GD in reading to be able to make better than expected progress. Information been passed to Year 2 teacher to start with GD expectation so can achieve this at end of year. **On-going**
* Year 2 teachers to focus from the beginning with Year 2 children on handwriting skills and particularly the potential GD to be able to do joined handwriting which is criteria for GD writing in KS 1. Particularly monitor the boys who are potential GD in writing to close the gender gap in KS 1 for writing. Handwriting improved in all of KS 1 due to non-negotiable sets for children. Cursive script on table as visual aids to set standards and expectations for all. **Significantly improved**. **Evidence in books.**
* Year 1 and Year 2 staff have all said they are prepared to offer before or after school boosters once groups been identified in September. **Achieved and had a massive impact on achievement at end of year. See Phonics scores and KS 1 data. This will continue in autumn term 2018 but will start earlier than last year. Children already been identified from previous class teacher in transition time with new class teacher.**

**Key Stage 2:**

* Begin boosting in Year 6 for all core subject areas from Autumn term to ensure gaps are closed before children begin formal booster sessions in curriculum time (February)
* Develop a consistent approach to the teaching of reading in KS2 – identify children who need 1:1 reading tuition to ensure children are exposed to a range of texts and reading skills – focus on lower level skills such as retrieval, prediction and word meaning on context.
* Develop arithmetic club across KS2 to ensure impact in LKS2 matches that of UKS2.

**Class monitoring sheets provided by class teachers show an increase in arithmetic sores for the children attending the arithmetic club.** **Evidence – class monitoring sheets**.

* Embed Collins Treasure house for the teaching of spelling and grammar across the key stage;
* Teach handwriting across the key stage – including the formation and proportion of key punctuation marks as a result of lost marks on KS2 SATs papers.
* Embed ABACUS as a whole school maths approach to support children working at or just below ARE; focus on stretching more able with a range of mastery resources as shared by maths coordinator.

Sharon Lockett

SENCO & KS 1 Coordinator

Laura Eke

Deputy Head & Pupil Premium lead

July 2019