

To match or increase the percentage of pupils attaining at Greater Depth in Reading at the end of the year, compared with prior attainment.

Rational

The project aim came from pupil progress target given to all staff as part of appraisal process linking to whole school development plan. Appraisal target is to match/raise attainment in all areas however it was felt that for project it would be beneficial to pilot changes focusing on one subject area.

Planning

	Reception	Year 1
Previous attainment, % of children above in reading:	18	23

Staff questionnaires were used in each Year Group to review current practice for children with potential to achieve greater depth. From this it was evident that interventions had proven most effective in ensuring progress but interventions currently focused largely on children working below expected standard and disadvantaged groups.

	Embarking - SEN		Emerging		Expected		Embedded		Exceeding		
Autumn	2.0		2.1		2.2	2.3	2.4	2.5	2.6	2.7	2.8
Spring	2.0		2.1		2.2	2.3	2.4	2.5	2.6	2.7	2.8
Summer	Embarking - SEN 82-86*		Emerging 87-94*		Expected 95-103*		Embedded 104-107*		Exceeding 108-115*		
	2.0	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8		

Implementation

- It was decided that the project would be piloted within one year group
- Using teacher assessment and tracking a group was assigned between the classes
- Reading past paper completed at the beginning of the year to act as a benchmark to track progress from
- Weekly greater depth intervention introduced focusing on reading comprehension and understanding
- Targeted weekly readers with support staff in addition to reading with class teacher

Analysis

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	SATS Scaled Score
Child A	12	13	16	17	20	115
Child B	13	14	18	20	19	113
Child C	9	11	10	14	17	110
Child D	11	13	11	15	17	108
Child E	10	11	10	14	13	105

	% Below	% At	% Above
Autumn	45	40	15
Spring	37	45	18
Summer	18	26	56

Evaluation

- 100% of EXS pupils who received intervention achieved GDS
- +33% increase in pupils achieving GDS compared to last year, +38% increase in pupils achieving GDS by end of KS1 compared to end of Early Years
- However critically, with the demands of ensuring % of EXS was maintained the intervention for GDS was often the first to be cut especially whilst trying to ensure increase in % of pupils passing phonic screening recheck

Next Steps

- Findings to be shared between all year groups across both sites
- Flexibility when planning intervention timetable, raising awareness of those on cusp of GDS to ensure interventions put in place from start of the year
- Consider opportunities for interventions across Key Stages; supporting the greater depth children within the lower year group and those working towards pupils within the higher year group