

Differentiated Reading Support



The Victory School, Portsmouth

By providing additional challenge and support, the Victory School has unlocked the reading abilities of their 'invisible' pupils

Our school

School type	Number of pupils	% Disadvantaged pupils
Academy Sponsor Led	467	31.5%

Our school challenges

- The school is in a very underprivileged area of Portsmouth with a very high level of disadvantage across the school.
- Pupils joining the school in reception were coming to us with low reading skills partly due to a lack of pre-school life experiences.
- Securing parental involvement and interest has also been particularly difficult.

How we did it

- Identified a target cohort of 15 disadvantaged pupils in Year 3 who were struggling with reading and offered a differentiated package of support.
- The 15 pupils were divided into 3 different groups which reflected their current reading levels and an ambitious target for their progress:
 1. emerging up to expected
 2. weak expected to solid expected
 3. weak exceeding to strong exceeding
- Tier 1: the fluency of the emerging up to expected pupils was very stilted and as a result made comprehension nearly impossible. They were simply not reading quickly enough to form an understanding of stories. These pupils had one-to-one reading with a para-professional to develop their core reading skills.
- Tier 2: fluency was not an issue with this group, with the focus instead on 'Text based' questions including retrieval questions, inference questions, commenting and order summarising. Pupils were also asked to consider characters feelings and author meaning by word choice. An extra provision of group work in the afternoon was used to question children in these areas.
- Tier 3: the weak exceeding to strong exceeding pupils were far more able than the first sets of groups. The focus for this group was on developing their understanding and responses to the more demanding three mark questions that require a much deeper understanding of a text - answering these questions is a skill in itself that needs to be taught. This group's work was centred on discussion that draws on the text and lots of modelling to explore and demonstrate how to answer these types of questions. Pupils were also encouraged to discuss life experiences and how they made them feel.

Our impact

- **100%** of the children in the target cohort achieved expected or exceeding standard.
- Some pupils have made outstanding progress or good progress.
- Children are now able to access the curriculum with understanding.
- Pupils are now much happier and more confident.
- Staff are far more aware of Pupil Premium pupils and are now far higher priority.

What we learnt

- Pupil Premium pupils really need to be brought to the forefront.
- There is huge impact when the selected programme target cohort are chosen carefully and do not have multiple barriers to learning or Special Educational Needs.
- It is important to give more time to the 'invisible' pupils - they need to be challenged and supported to reach their full potential.
- Staff leading on Pupil Premium need to be supported whole school and given the time to adequately and consistently reflect and plan.

Want to find out more?

- Find out what else the team at The Victory School are doing to improve outcomes for all their pupils: contact ctg@challengepartners.org.



Pre-learning in Mathematics

St Andrew's Church of England School, West Midlands

A focus on pre-learning in mathematics has increased pupil progress, enjoyment & confidence

Our school

School type	Number of pupils	% Disadvantaged pupils	£ Pupil premium
Voluntary Controlled School	214	19%	£47,400

Our school challenges

- Disadvantaged pupils' progress and attainment in maths at end of Key Stage 1 (KS1)
- Low confidence of disadvantaged pupils in relation to maths
- Effective strategies of differentiation to meet the needs of all learners in mathematics

How we did it

- Pupil conferences to determine a baseline for pupils attitudes to maths and school
- A baseline test, using Sandwell Tests, to establish a number age compared to pupils chronological age
- Twice weekly pre-learning sessions linked to next whole class maths lesson - this would allow opportunities for misconceptions to be addressed and provide challenge for higher achieving pupils
- Feedback from pre-learning sessions planned in to whole class lessons, with a particular focus on Challenge the Gap (CtG) pupils with questioning and matched work to challenge learners
- Use of Concrete, Pictorial and Abstract (CPA) approach introduced to provide support and effective differentiation to ensure high expectations for all
- Engagement with the National Centre for Excellence in the Teaching of Mathematics and the Maths Hubs, to provide high quality continual professional development to develop maths pedagogy
- Updated maths calculation policy reflective of CPA approach and investment in resources to facilitate approach
- Whole school monitoring included a specific focus on CtG target group and CtG classes, and involved book scrutinies, pupil discussions and learning walks

Our impact

- Impact between baseline and October and March showed that children made accelerated progress to close the gap:
 - on average the pupils closed the gap by 7.46 months
 - at baseline 60% of pupils were working below age related expectations - by March the proportion of pupils working below age related expectations had dropped to 26%
- A follow up assessment was completed on four pupils showed the pupils had close the gap by 15.25 months on average
- The attainment of pupils linked to their end of year results was also very positive with 80% improvement of pupils at the end of KS1 achieving age related expectations compared to their Early Years Foundation Stage attainment. This shows accelerated progress and improved attainment for this cohort
- In the other year groups the CtG cohort's progress and attainment compared favourably to the Non Pupil Premium cohorts
- The results from the pupil voice showed that pupils had a more positive view of maths. Some of the comments made by the children included:
 - "I'm more confident as I know things, as I've done them in my group"
 - "When I'm stuck at maths it helps me do better"
- In a questionnaire sent out to parents, 100% of parents strongly agreed or agreed that since starting the project their children have; improved their maths, increased their confidence, now enjoy maths more (including the extra maths sessions). 100% of parents reported that they want their child to continue on the project next year

What we learnt

- The approach was successful and will be rolled out to every year group next year
- Timetabling is key and this will need to be considered next year
- Further CPD is needed in relation to the CPA approach to embed principles across the school

Want to find out more?

- Find out what else the team at St Andrew's is doing to improve outcomes for all their pupils: contact ctg@challengepartners.org

Supporting aspiring readers

The Hastings Academy, Hastings

A package of targeted reading support has boosted pupil progress & confidence

Our school

School type	Number of pupils	% Disadvantaged pupils	£ Pupil premium
Academy Sponsor Led - Secondary	844	50%	£400,000

Our school challenges

- Significantly high levels of disadvantaged students (50%)
- Disadvantaged students' progress and attainment at Key Stage 4 (KS4) less than national average
- Lack of confidence and a lower than average reading age amongst disadvantaged students

Our goals

- Progress in reading ages to be double the time frame between reading tests
- Increase students' confidence to contribute and participate in lessons

How we did it

- We identified a Target Cohort of pupils in years 8 & 9. These year groups were chosen to support the students in being KS4 ready
- Students who had a reading age lower than their chronological age and lacked confidence to contribute and participate in lessons were selected by staff. This Target Cohort were brought together into one tutor group, named Aspire
- Students completed online pupil surveys to get an understanding of their barriers to learning, this same survey was completed at the end of term to track progress
- Parents were invited to a launch and a closing event and they were asked to complete a survey so we could get their perspective
- We used tutor time to build confidence with targeted reading comprehension support, regular team building activities, presentations and group discussions:
 - to encourage a love of reading we took our target cohort to Waterstones and bought each of them a book (of their choice) and a hot chocolate. In the Aspire tutor group students had reading sessions and the paraprofessionals took students out of class to help with their reading comprehension
 - to boost confidence the students also discussed their own books and were supported in giving a presentation about their book and why they liked it. Team building activities were also brought into tutor time to encourage teamwork

Our impact

- In a 7 month period pupils doubled their reading age progress, with an average increase of 14 months
- Year 8 English – pupils making expected progress increased by 20%
- Year 9 English – pupils making expected progress increased by 8%
- All confidence indicators in our baseline survey increased

What we learnt

- It is important that the programme is relevant to the pupils needs. Identify through pupils, parents and teachers what the barriers to learning are and then design your programme to address these barriers
- You need to explain to staff why there is a new tutor group. This transparency will benefit the pupils as there will be a whole school understanding of the programme

Want to find out more?

- Find out what else the team at The Hastings Academy is doing to improve outcomes for all their pupils: contact ctg@challengepartners.org.

Positive Competition: A Race to the Top



The Flying Bull Academy, Portsmouth

A holistic points system introduced positive competition into the classroom - motivating children to learn and reinforcing understanding

Our school

School type	Number of pupils	% Disadvantaged pupils	£ Pupil premium
Academy Converter Primary	489	53%	£288,420

Our school challenges

- Readiness to learn was a crucial problem for the Challenge the Gap target cohort
- There was also a notable gender divide with boys tending to underperform girls
- The Challenge the Gap cohort exhibited gaps in learning, particularly in writing

How we did it

- Competition was introduced into the cohort with a certain amount of points being awarded for use of certain grammatical features
- The amount of points awarded could be temporarily upwardly adjusted to reflect lesson focus, increase motivation in periods of flagging or could also be adapted at an individual level to reflect child circumstances
- This was combined with one-on-one peer marking whereby pupils reviewed each other's work and recorded scores based on identified grammatical features:
 - pupils would therefore be building knowledge through the ability to identify different features. Children were encouraged to question each other's marking as having to explain would deepen understanding.
- 'Padlet' provided children with an online platform to showcase and celebrate their homework, with additional points being added for its use
- Cross class competition would also be used, with children working to increase their class score as a team engaging children to support better outcomes

Our impact

- Pupils became more motivated to learn and more continually aware of the application of their learning
- The project also engaged boys as we had hoped
 - **81% of the children improved their attendance** (1 child by 6.37%)
 - **69% of the target group made accelerated progress in reading**
 - **63% of the target group made accelerated progress in in writing and maths**
 - Within the cohort **12 boys made better progress than the 4 girls** - boys are now showing stronger results, especially in writing, across the entire cohort than the girls
- We wish to note that the competition element was deployed alongside other strategies to support disadvantaged pupils

What we learnt

- The strategy was most effective when students were kept constantly aware of the initiative and able to showcase success
- We accepted that sometimes constructs were being 'shoehorned' into writing for points - increased fluency means that we could then work on the natural flow of a writer
- Teachers need to feel free to innovate in the classroom and leadership needs to get fully behind initiatives
- You need to commit 100% and work to ensure that momentum and implementation is maintained for continued impact

Want to find out more?

- Find out what else the team at Flying Bull is doing to improve outcomes for all their pupils: contact ctg@challengepartners.org.

