

## Closing the gap between disadvantaged and non-disadvantaged pupils in writing.

### Project Background

- Improving writing was on the School Development Plan.
- Improving Writing was identified as a target for the year 5 teachers (80% of pupils to be At or Above age related expectations).
- At the end of year 4, percentage of children who were at or above:
  - Disadvantaged 29.1%
  - Non-disadvantaged 35.4%

### Recommended Reading

Josephine Wilson, Carmel Education Trust (2014) Closing the gap with the new primary national curriculum, National College for Teaching and Leadership.

Jonathan Sharples, Robert Slavin, and Bette Chambers (Institute for Effective Education), and Caroline Sharp (2011) Effective classroom strategies for closing the gap in educational achievement for children and young people living in poverty, including white working-class boys

### Key Project Activities

- Introduced 'Power of Reading' scheme for teaching of English across the school (teaching of reading skills embedded in daily English lessons).
- Targeted in-class adult support for disadvantaged children who had not made expected progress.
- More teacher modelling (talk for writing) —children who are not confident to hug the text (change underlined words/phrases).
- Writing interventions during break time—focusing on disadvantaged and pupils not making progress.
- Improved marking and verbal feedback in lessons to provide children with clear steps on how to improve.

### Impact of Project



- Same percentage of children working Above.
- Both groups made excellent progress.
- More disadvantaged made bigger steps progress.