

12.9.18

Closing the gap project on progress of SEN readers in Year 3

Project Background

2017/18 Year 3 cohort:

- At the end of Year 2, only 52% of SEN children had made expected progress (6+ steps) from the end of Year 1, compared with 79% of Non-SEN children;
- This was identified by the SLT as a priority and was linked with the Year 3 teachers' performance management.

Recommended Reading

Andrews, J. et al (2017). Closing the gap? Trends in Educational attainment and disadvantage.

Dunne, M. et al (2007). Effective teaching and learning for pupils in low attaining groups.

Roberts, W. & Hampton, E. (2008). Evaluating and sustaining precision teaching interventions in schools.

Key Project Activities

- Switch to teaching in sets for English;
- 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 SEN children who had not made expected progress;
- SEN children read with by an adult more often (3-4 x a week)
- Daily precision grids completed for reading of high frequency words;
- Summer term lunchtime 'Reading Club' for SEN children, focusing on comprehension skills in a fun way.

Impact of Project

- Teacher assessment at the end of year three showed that 81% of SEN children made expected progress from End of Year 2 to End of Year 3. This is an increase of 29% compared with the previous year.
- The percentage of not-SEN children to achieve 6+ steps progress also increased (90%) but the gap

