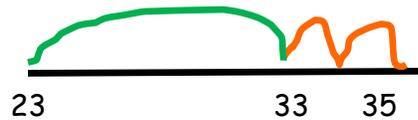


$$23 + 12 =$$



PROJECT DATE Summer 2019

Closing the gap project on raising attainment in reading for year 2 PPG children



Background to the “Closing the gap” project

- Year 2 lead identified that reading levels across all 3 year 2 classes are particularly low. This would be a key area to focus on in each year 2 class and teachers' use of assessment data should inform planning so that these pupils are appropriately given greater opportunities to read and to learn how to read.
- Data analysis of current year 2 PPG children based on year 1 / autumn term year 2 teacher assessments highlighted 5 boys and 2 girls were currently working below expected levels in reading.
- 2013 Ofsted report identified that the school showed that although progress is good overall, pupils do not achieve equally well in reading, writing and mathematics across all year groups - Ofsted recommend that the school needs to improve the consistency of pupils progress in reading for year 1-3.
- We found an extensive amount of UK-based research analysing the link between poverty and attainment. Collectively, these studies create a reliable picture of the correlation between low attainment and socio-economic class.
- In too many schools there is no coherent policy on reading overall; schools put in place numerous programmes to support reading, especially for weak readers, but do not have an overall conception of what makes a good reader... there is not enough curriculum time to focus on wider reading or reading for pleasure. Moving English forward, Ofsted, 2012

Relevant research and reading

- C4EO (2011) *Effective classroom strategies for closing the gap in educational achievement for children and young people living in poverty, including white working class boys.*
- National Educational psychological Service (2012) *Effective interventions for struggling readers.*
- Gov.uk (2015) *Closing the achievement gap*
- Ofsted (2013) *School*
- *Oxford School improvement (2017) Building an outstanding reading school.*

Key project activities

- Undertook pupil perception survey to find out what the children thought about reading—what they like/dislike/find difficult etc. —
- Introduced support programme for 7 targeted PPG pupils—
- Precision monitoring of CEW yr1/2 three times weekly 1 minute a day, renewed weekly secure words.
- Paired reading with a confident peer during early morning work—Peer trained how to support reading skills.
- Phonics intervention with PPL 3 times weekly—Phonics assessment due June 19.
- Reading with teacher 1-1 twice weekly, - Every time they read to an adult they receive a stamp. 25 stamps = cert in assembly.
- Request to parents to read frequently at home with their child -
- Create a classroom environment to help develop a child's love of reading— read regularly to children - Listen up!

Impact of the “Closing the gap” project

- Pupil perception survey results showed that all targeted children never or very rarely read at home due to various reasons including time, lack of parental encouragement, lack of reading ability to access the books at home, lack of confidence in their reading. children enjoyed reading at sch.
- Pupils involved in project have improved in other areas of learning—shown greater independence in accessing and completing learning throughout all lessons.—teacher assessment
- Year 1 phonics assessment resit—results tba
- Greater confidence in reading and having a go at reading unfamiliar words
- Target tracker—most children made progress although would prefer to have implemented earlier to enable greater progress
- Children have greater reading strategies and confidence
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