

Case Study for Pupil premium

2013-2014

Action	<p>To improve children’s attainment in reading                  For more children to achieve Level 3 at the end of KS1                  To narrow the gap between disadvantaged and non-disadvantaged children in reading</p>																																																			
When and how?	<p>Introduce an 8.30 reading club for all Y2 children                  Introduce whole class reciprocal reading model</p>																																																			
Review	<p>An 8.30 reading club was introduced in Y2 in January 2014. The children in the main 2 classes were asked to attend. The 2 children from the mixed Y1 / 2 class also attended the club Those children who were at green book band or below were to access Rainbow Reading where all other children were to receive the whole class reciprocal reading model.</p> <p>Children were to access a more challenging text (for example Flat Stanley, The Owl who is Afraid of the Dark) and read a page of the text every day and develop their comprehension skills. This was done through using the 4 part structure of summarise, predict, clarify and summarise.</p> <p>Throughout the session the children were provided with sentence openers to help scaffold their responses and also visual cues to help understand the new challenging vocabulary.</p> <p>Within the first four weeks of introducing reciprocal reading, nearly all of the children had moved a book band level.</p> <p>The attendance of all children at this club was excellent and the children enjoyed what they felt were more grown up books.</p>																																																			
Impact	<p>Book band improvement from January 2014 through to July 2014  <i>(This data does not include those children in our New to English class. These are children who have arrived new to the country with no previous school experience and little or no English)</i></p> <table border="1" data-bbox="464 1458 1399 1630"> <thead> <tr> <th></th> <th>pink</th> <th>Blue</th> <th>Green</th> <th>Orange</th> <th>Turqu</th> <th>Purple</th> <th>gold</th> <th>White</th> <th>Lime</th> <th>copper</th> <th>Topaz</th> </tr> </thead> <tbody> <tr> <td>Jan 2014</td> <td>1</td> <td>3</td> <td></td> <td>5</td> <td>10</td> <td>17</td> <td>12</td> <td>9</td> <td>2</td> <td>1</td> <td></td> </tr> <tr> <td>July 2014</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>1</td> <td>3</td> <td>15</td> <td>24</td> <td>10</td> <td>5</td> </tr> </tbody> </table> <p>Within 4 weeks of starting this additional and different had moved at least one book band.</p> <p>End of KS1 reading results</p> <table border="1" data-bbox="464 1845 1002 2024"> <thead> <tr> <th></th> <th>2012-13</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>Level 2c+</td> <td>80%</td> <td>86.6%</td> </tr> <tr> <td></td> <td>85%</td> <td>89%</td> </tr> <tr> <td></td> <td>71%</td> <td>83%</td> </tr> <tr> <td>Level 2b+</td> <td>71%</td> <td>85.1%</td> </tr> </tbody> </table>		pink	Blue	Green	Orange	Turqu	Purple	gold	White	Lime	copper	Topaz	Jan 2014	1	3		5	10	17	12	9	2	1		July 2014						1	3	15	24	10	5		2012-13	2013-14	Level 2c+	80%	86.6%		85%	89%		71%	83%	Level 2b+	71%	85.1%
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	78%	84%
	55%	79%
Level 2a+	58%	40%
	65%	80%
	43%	67%
Level 3	19%	37%
	26%	42%
	5%	25%

Figures in red are the whole cohort

Figures in green non PP children

Figures in blue are PP children

Number of New Arrivals in Year 1	13
Number of New Arrivals in Year 2	2

The % of children achieving Level 2b + in Reading was 85%. This was significantly higher than the National % which was 57%. This is a difference of 21%.

The % of children achieving Level 2a + in Reading was 78%. This was significantly higher than the National % which was 57%. This is a difference of 21%.

The % of children achieving Level 3 + in Reading was 37%. This was higher than the National % which was 31%. This is a difference of 6%.

The APS for Pupil Premium in Reading is 15.2. This is higher than the National APS which was 15.0. This is a difference of 0.2.

The data also shows that in Reading for all both groups (pupil premium and non pupil premium) the outcomes have significantly improved. With more children achieving Age Related Expectations or above at the end of KS1. This was achieved by only implementing this additional and different club for 6 months.