

School: Glenbrook Primary School

Reading Recovery teacher: TB/LM

Whole-school impact

This was our second year of ECaR and its impact is evolving all the time as more and more of our pupils continue to succeed in both their attainment and achievement. Our inspired initiatives include:

- Organisation of book banding throughout school / library / Guided Reading book sets,
- Second ECaR teacher appointed – due to sustained and accelerated impact/results,
- Switch-on implementation and monitoring lead teacher – also a third T.A trained to deliver this; this year,
- Inference training & implementation: Year 2 & Year 6 gaps plugged,
- Whole Staff Inference Training – planned for this academic year,
- E-On and Aspire: adult reading volunteers – from Business in the Community,
- Peer reading buddies trained: ‘Golden Girls’ – set to expand this year further,
- Staff training / NQT support: Running Records – Refresher training planned this year,
- T.A. training given for: Running Records / Effective Writing opportunities,
- Plugging the Gaps – Unique Programs developed and are currently being piloted: Kick-Start-Sprint / Mini-Movers,
- Greater Pupil Premium scrutiny and support available,
- Closer links with Attendance Officer,
- Discussions taking place to cascade and tier SPECIFIC and SUCCINCT reading support across all year groups ultimately.

Reading Recovery impact



Summary of children supported	National 2014-2015	Regional 2015-2016	School 2015-2016
Average number of children supported per teacher	8	10	2 ECaR teachers 20
% of children supported who were in receipt of FSM/Pupil Premium	44%	50%	70% *
% of children within a special cohort	5%	4%	N/A *
% of children with EAL	26%	13%	N/A *
% of children with ethnicity other than White British	30%	18%	15%
Average number of completed series of lessons per teacher	6	8	17 *
Average length of programme in weeks	18	16.5	12
% of children who made accelerated progress and were discontinued	81%	86.4%	88% (3chn carried over)

Comments:

*Targeted FSM/PP children predominantly

*AL / Ethnicity reflect school make-up and mirrors school data

*High expectations meant accelerated progress in a short time frame. 17/20 as 3 chn carried over

*Only 2 children referred on Teacher Leader advice, 1 child after 8 wks and 1 after 16 wks

Average <u>book level</u> entry, exit and follow-up comparisons	National 2014-2015	Regional 2015-2016	School 2015-2016
On entry for all children	1.9	2.4	1.8 *
On exit for discontinued children	17	17.5	17.7
After 3 months for discontinued children	18.3	18.4	18.6 *
After 6 months for discontinued children	19.9	20.1	20.9
On exit for referred children	9.9	10.5	5.5 (2 chn) *
After 3 months for referred children	10.6	10.7	5
After 6 months for referred children	11.9	11.7	5
Average <u>word reading age</u> entry, exit and follow-up comparisons			
On entry for all children	5.04	5.07	5.04 *
On exit for discontinued children	6.04	6.04	6.04
After 3 months for discontinued children	6.07	6.07	6.07
After 6 months for discontinued children	6.10	6.10	6.10
On exit for referred children	5.10	5.10	5.07 (2 chn)
After 3 months for referred children	5.10	5.10	5.07
After 6 months for referred children	6.01	6.01	5.10

Comments:

*Children enter school slightly lower, and go out slightly higher in book level and make good progress after Reading recovery.

* Children who made ARE continued to make progress which WAS NOT predicted before RR sessions.

*Two referred children – both with significant needs. Other support put in place for these children.

* Children enter Year 1 with very limited sight word vocabulary, word recognition and speaking and listening skills. Steps are in place to address these issues at EYFS level by the SLT team.

	End of Key Stage 1 outcomes for children with discontinued Reading Recovery programme outcomes	National 2014-2015	Regional 2015-2016	School 2015-2016
Reading	% working towards expected standard or better	Pending	93.4%	100%
	% working at expected standard or better	“	51.7%	3/5 chn 60%
	% working at greater depth of understanding	“	2.5%	N/A
	% PP children working towards expected standard or better	“	92.8%	100%
	% PP children working at expected standard or better	“	50.9%	1/3 chn 33.3%
	% EAL children working towards expected standard or better	“	98%	N/A
	% EAL children working at expected standard or better	“	55.1%	N/A
Writing	% working towards expected standard or better	Pending	89.9%	100%
	% working at expected standard or better	“	40.8%	0/5 chn 0%
	% working at greater depth of understanding	“	0.8%	N/A
	% PP children working towards expected standard or better	“	91.1%	100%
	% PP children working at expected standard or better	“	39.1%	0/5 0%
	% EAL children working towards expected standard or better	“	93.9%	N/A
	% EAL children working at expected standard or better	“	42.8%	N/A

Comments:

60% of children who received Reading Recovery achieved National expected standard or better. This is a very good outcome considering our children enter school below both the National and Regional data. We have moved some of the most vulnerable Year 1 children from working BELOW National expectation to working AT expected standard or better. The school feels that this is great achievement.

We feel very lucky to have a strong leadership team and super Head teacher who has brought this initiative to our school, and completely support us in our Reading Recovery roles.