

Whole-school impact

- **10 minute reads with Y6**
- **Working alongside English coordinator to monitor reading diaries**
- **Our inspired initiatives include Red Ted and Reading Buddies to raise attainment and pleasure in reading**
- **Getting books into homes through our World Book Day book sale**

Reading Recovery impact (based on 2 teachers for part of the year)



| Summary of children supported | National 2014-2015 | Regional 2015-2016 | School 2015-2016 |
|--|-----------------------|-----------------------|---------------------|
| Average number of children supported per teacher | 8 | 10 | 17 |
| % of children supported who were in receipt of FSM/Pupil Premium | 44% | 50% | 52.9% |
| % of children within a special cohort | 5% | 4% | 11.7% |
| % of children with EAL | 26% | 13% | 52.9% |
| % of children with ethnicity other than White British | 30% | 18% | 76.4% |
| Average number of completed series of lessons | 6 | 8 | 14 * |
| Average length of programme in weeks | 18 | 16.5 | 14.8 |
| % of children who made accelerated progress and were discontinued | 81% | 86.4% | 100% ** |
| Comments * 3 children had incomplete series of lessons due to the teacher going on maternity leave ** All children who received RR lessons made accelerated progress | | | |

| 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 | 2.2 * |
| On exit for discontinued children | 17 | 17.5 | 18.4 |
| After 3 months for discontinued children | 18.3 | 18.4 | 19.1 ** |
| After 6 months for discontinued children | 19.9 | 20.1 | 20.8 |

Comments:

* This does not include the 3 children who came in at higher levels towards the end of the year as catch up programmes

** This shows that our children are maintaining their gains and have developed a self-extending learning system when it comes to making book level progress

| | 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% | 50% |
| | % working at greater depth of understanding | " | 2.5% | 0 |
| | % PP children working towards expected standard or better | " | 92.8% | 100% |
| | % PP children working at expected standard or better | " | 50.9% | 50% |
| | % EAL children working towards expected standard or better | " | 98% | 100% * |

| | | | | |
|---------|--|---------|-------|----------|
| | % EAL children working at expected standard or better | “ | 55.1% | 57% |
| Writing | % working towards expected standard or better | Pending | 89.9% | 75% |
| | % working at expected standard or better | “ | 40.8% | 16.6% ** |
| | % working at greater depth of understanding | “ | 0.8% | 0 |
| | % PP children working towards expected standard or better | “ | 91.1% | 75% |
| | % PP children working at expected standard or better | “ | 39.1% | 12.5% |
| | % EAL children working towards expected standard or better | “ | 93.9% | 85.7% |
| | % EAL children working at expected standard or better | “ | 42.8% | 14.2% |

Comments:

* Our EAL children perform well in reading, showing that language is no barrier to success

** 2016/17 school development priority is to create a writing school and RR teachers will be part of this, looking for stronger outcomes in writing at KS1

| | End of Key Stage 2 outcomes for children with discontinued programme outcomes | National 2014-2015 | Regional 2015-2016 | School 2015-2016 |
|---|---|--------------------|--------------------|------------------|
| Reading | % working towards expected standard or better | Pending | 91.4% | 100% |
| | % working at expected standard or better | “ | 51.3% | 83.3% * |
| | % working at greater depth of understanding | “ | 2.6% | 0 |
| | % PP children working towards expected standard or better | “ | 100% | 100% |
| | % PP children working at expected standard or better | “ | 46.2% | 66.6% |
| | % EAL children working towards expected standard or better | “ | 100% | 100% |
| | % EAL children working at expected standard or better | “ | 47.4% | 66.6% |
| Writing | % working towards expected standard or better | Pending | 93.4% | 100% |
| | % working at expected standard or better | “ | 46.1% | 66.6% |
| | % working at greater depth of understanding | “ | 3.3% | 0 |
| | % PP children working towards expected standard or better | “ | 100% | 100% |
| | % PP children working at expected standard or better | “ | 30.8% | 33.3% |
| | % EAL children working towards expected standard or better | “ | 100% | 100% |
| % EAL children working at expected standard or better | “ | 57.1% | 100% | |

Comments:

Our outcomes are higher than the national and regional data

Children complete Reading Recovery at age six or seven. Their performance in national assessments at age 11, five or six years, after the end of their lessons, is indicative of the long lasting effect of the intervention.