

Interventions to support the accelerated progress of identified vulnerable target groups/individuals in Foundation stage

School	Eyres Monsell Primary School
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Who was targeted?	30 F2 Pupils
Outline of project:	
<p>KS1 school data is an improving picture and as a school we need to strive to maintain this and put in early intervention to ensure we continue to narrow the gap in reading and reach national expectations.</p> <p>As a school we recognise the importance of early intervention with reading to ensure that our pupils reach the government's target of all pupils reading by the time they are 6 years old.</p> <p>Aims of the Project; To build up reading miles in Foundation and ensure that pupils enter Year 1 on track Children are clearly identified from data and on-going 1 to 1 pupil progress meetings which occur half termly. All children are targeted initially and then groups of pupils are identified who need to make accelerated progress. A trained and skilled BRP TA will target children 3 days a week. Pupils making slower progress/struggling readers read more words and maximise reading miles. Children read frequently in school and often daily. Sight words, phonic knowledge and books skills are taught and secured. We also invite parents in for workshops to share our expectation, watch a phonic lesson and a Guided/Shared Read session. Language comprehension is also developed during each individual session. Individual programs and targets are planned for pupils</p>	
Overview of the timelines, additional resources etc.	
<ul style="list-style-type: none"> ➤ The sessions run from September to the end of the academic year ➤ A BRP TA works 3 full days a week ➤ Groups of children change as data is collected and analysed ➤ In addition Home School Link books are kept and Reading Race Tracks are given out to encourage children to be reading at home 	
Impact	
<ul style="list-style-type: none"> ➤ Our GLD shows an upward trend ➤ Attainment data has improved and the gap continues to narrow with national data ➤ All children make good/outstanding progress from their baseline data. ➤ Pupils are given the skills and confidence to read and are enthusiastic about reading 	
Lessons learnt – advice for other schools	
<p>Get Parents on board by running reading workshops and sharing the reading strategies of your school.</p> <p>Monitor the project through;</p> <ol style="list-style-type: none"> i. Analysing pupil progress using Reading Recovery levels and school data referring to how many children are on track. 1 to 1 pupil progress meetings ii. Monitoring of number of sight words read and phonemes recognised iii. Reading miles-Monitored through completion of Reading Race tracks. 	
Estimate of costs	£ 1,900