

Effective use of an Intervention Teacher to close the gaps in reading

School	Uplands Infant School
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Who was targeted?	In the first year, it was to target our Y2 boys to close the gender attainment gap in reading. Having valued the impact and re-bid for additional money to continue the intervention- this year we are targeting all Y2 higher attaining children from Oct data, higher attaining Y1 children and Y2 children who need to close the gaps in reading to enable them to achieve age related expectations.
Outline of project:	
<p>This project has been focused on improving our reading results by 'closing the gaps' in reading skills to then enable children to be challenged.</p> <p>The emphasis has been based upon the needs of the children at the time and has included reciprocal reading intervention, sight word intervention and more recently- reading comprehension papers and the skills required to extract the correct information from the text. The need for children to now sit both SAT's papers has meant that this is invaluable in giving children the confidence in their reading abilities and to master and apply the skills of reading comprehension to shorter and longer pieces of text, requiring reading stamina.</p> <p>We have found the expertise of a semi-retired teacher with over 30 years experience of supporting children in this area, ensures that this is a high quality intervention.</p> <p>In the summer term, year one higher attainers are targeted to enable comprehension and inference skills to be further developed in order for children to answer comprehension papers. This intervention targets children identified by data as needing support to close the gap in their reading fluency or comprehension skills as well as our higher attainers that need challenging to achieve greater depth in their reading.</p> <p>The group is monitored termly and the children and skill focus are changed according to their progress/ needs identified.</p>	
Overview of the timelines, additional resources etc.	
<p><u>Last year (groups of 6)</u></p> <p>With year two children:</p> <ul style="list-style-type: none"> 6 x reciprocal reading groups- HA 3 x BRWP children 1:1 4 x sight word groups 10 x comprehension groups 6 x year one comprehension groups for yr 1 in the summer term. <p>At some point throughout the year 67/124 yr 2 children worked in a small group to close a gap in their reading.</p> <p><u>This year (groups of 6)</u></p> <p>With year two children:</p> <ul style="list-style-type: none"> 4 x grammar groups 6 x reciprocal reading groups- HA 4 x comp groups paper 1 4 x comp groups paper 2 2 x comp groups to improve stamina <p>With year one children:</p> <ul style="list-style-type: none"> 4 x comprehension groups- HA 4 x comp groups to teach skills of effectively answering papers 	

Effective use of an Intervention

Teacher to close the gaps in reading continued

Impact

Last year

46% of the 50 children working with the teacher on reciprocal reading, BRWP or sight words progressed from working below age related expectations into either working at, or working above based on October-February data. This same group of 50 children, by the end of the year- 74% were at or above ARE (48% at and 26% above).

In terms of progress, 12% made less than expected progress, 10% expected progress and 78% made more than expected progress.

Comprehension group 1

Entry Spring 2- 100% working below ARE

Exit Summer 2- 44.4% working at ARE

85.1% making expected or more progress in this time period (33.3% expected, 51.8% more than expected)

Comprehension group 2

Entry spring 2- 100% working at age related but identified as having gaps that were stopping them achieving greater depth

Exit summer 2- 58.3% working at ARE and a further 41.7% working above.

100% making expected or more progress in this time period (75% expected, 25% more than expected).

Gender gap diminished with boys out-performing girls in end of year 2 results- 66% of girls achieving ARE compared to 70% of boys. (Internal tracking data).

So far this Year ...

Higher attainers (36 pupils)

Entry point: Autumn 1 data- 100% at ARE- none working above

Autumn 2 data- 97.2% working at ARE or above (27.8% working above)

Exit point: Spring 1 data- 100% at ARE or above (80.6% working above).

100% making expected progress with 80.6% making more than expected progress.

Year 1 comprehension group

Children who can read, orally comprehend but not able to extract information from a text.

Entry point: 12% below ARE, 68% ARE and 20% above ARE

Autumn 2 data- 100% working at ARE (20% working above)

Spring 1 data- 100% working at ARE (48% working above)

Lessons learnt – advice for other schools

Consider who carries out your interventions. In terms of managing the intervention, I only analyse the data and produce a timetable.

Because the teacher is so experienced, she is able to plan, adapt planning to meet the needs of the children and intuitively knows the next steps in learning to enable the children to progress rapidly in their reading skills and comprehension development

Estimate of costs

UPS 3 teacher employed 2x days a week= £22 an hour
 $£22 \text{ a hour} \times 12 \times 39 = \underline{\underline{£10,296}}$

Although this is not wholly accurate as the teacher does not begin until after the October break to give us opportunity to work with the children through Q1st teaching before we allocate children to the intervention.