

Pupil Premium Reading Interventions

Thirty four pupils, funded by the Pupil Premium grant, have been receiving an intervention designed to boost their reading and literacy skills. These interventions are selected specifically to cater to the needs of our pupils. Pupil progress is monitored regularly by the WSC for Literacy and improvements suggested in the delivery of the intervention or a different intervention implemented as the needs of pupils change.

Twenty four of these pupils have been receiving a 'Catch Up Reading' intervention this year. This is delivered by a trained adult reading partner, in twice weekly sessions of 15minutes. It is a book based approach, designed to activate both dimensions of reading i.e. word recognition processes including phonics and comprehension. There is also an element of the support designed to develop spelling and writing skills. Of these students fifty percent have made progress of one third of an Addington level in reading. Of the remaining twelve, eight have made progress of at least one book level and four of these have also made third of an Addington level progress in their writing. One student with severely challenging behaviour has not shown his Teacher enough evidence of attainment although he has scored relatively highly in his reading age as measured by the Salford Sentence Reading Test. Of the remaining three students who haven't shown any measurable progress in reading or writing one has had health issues and has now left the school and an alternative intervention based on the Clicker programme is being developed for the other two.

Rapid and Rapid Plus are on- line interventions that provide motivation and confidence building, in an age appropriate way. We have supported 3 students on this programme this year and all three have made progress of a third of an Addington level in reading. Four more students have moved on to the programme from Catch Up at the end of this academic year.

Seven of our Key Stage 3 and 4 students who have completed one or more of the previous interventions and attained a relatively high level in reading have been receiving extra support with their comprehension skills. Four have made clear progress of a third of an Addington level in Reading. Of the other three students, two have made some progress as measured by the Salford Reading and Comprehension test. One has not made measurable progress having experienced some extremely challenging emotional and behavioural difficulties this year. Investigations are ongoing into the suitability of an alternative intervention for our more able KS 4 pupil premium students as well as some students in KS5. This is designed to diagnose specific gaps in their literacy skills and provide an individually tailored programme to prepare them with the skills they will need to access jobs and college courses.

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