

St. George's Primary School

CLARENCE ROAD, PORTLAND

DORSET DT5 2BD

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Impact of Interventions 2018-2019

There are 11 consistently delivered interventions in school.

LEXIA

Lexia is an ICT based intervention provided to children with identified Literacy difficulties – reading and spelling. The effectiveness of this intervention is dependent upon the frequency of a pupil's use.

From Year 1 to Year 6 55 pupils were identified.

59% of pupils made expected or better progress in Reading and writing.

HANDWRITING

This is a teacher/class based intervention provided to promote cursive script from Year 1 to Year 6.

From Year 1 to Year 6 45 pupils were identified.

60% of pupils made expected or better progress in writing.

CLASS FOCUS GROUP

The largest intervention and most costly from Reception to Year 6 target groups identified and supported by teacher/TA.

From Reception to Year 6 116 pupils identified.

In Reading 64% of pupils made expected or better progress.

In writing 64% of pupils made expected or better progress.

In Maths 65% of pupils made expected or better progress.

EDUCATIONAL PSYCHOLOGIST

This intervention is purchased and directed to pupils whose progress has, over time, consistently caused concerns.

These pupils often have complex emotional and or learning needs. Parental consent is required.

From Reception to Year 1 pupils identified.

In reading 38% made expected or better progress.

In writing 44% made expected or better progress.

In Maths 57% made expected or better progress.

TOE BY TOE

This reading intervention supports pupils in Key Stage 2 with specific difficulties developing reading skills.

From Year 3 to 6; 69% of pupils made expected/better progress.

KS2 LITERACY (KR)

This intervention is 2 x 45 minutes per group session for pupils significantly below ARE. Within this group of 14, 8 have Educational Health Care Plans recognising complex learning needs (57%). The intervention focuses upon key literacy/language skills.

From Year 3 to Year 6 14 pupils identified.

50% made expected or better progress in Reading and writing.

DAILY READERS

A daily intervention to promote reading decoding and comprehension through 1:1 time and discussion.

Reception to Year 6 28 pupils identified.

79% of pupils made expected or better progress in Reading.

PRECISION TEACH

An intervention that can be used to learn key facts such as number facts, sight words or key spellings. It is completed daily with a short teaching input and test. It is a 1:1 intervention.

28 pupils from Year 1 to Year 6.

In Reading 47% made expected or better progress.

In writing 65% made expected or better progress.

In Maths 53% made expected or better progress.

IGUANAS

A social skills intervention planned by 3 teachers to maintain emotional regulation at lunchtime enabling identified pupils to remain in a 'just right state' for learning.

This intervention promotes social inclusion, well-being and data is challenging to collect.

From Year 1 to Year 6 30 pupils identified.

In Reading 63% made expected/better progress.

In writing 73% made expected/better progress.

In Maths 50% made expected/better progress.

SALT INTERVENTION

SALT intervention is a significant intervention in response to a significant area of need. In line with national trends Speech & Language is an area of rising need.

30 pupils from Reception to Year 4.

55% in Reading better/expected progress.

57% in Writing better/expected progress.

3 pupils with significant language needs have daily sessions to improve communication. 1 of which is non verbal.

BREAKFAST CLUB

Pupils are identified with transition, anxiety or social communication needs.

26 pupils from Reception to Year 6.

67% in Writing better/expected progress.

67% in reading better/expected progress.

78% in Maths better/expected progress.

TRUGS

This is a phonic intervention delivered in Year 1 and Year 2, this is delivered daily. In total 26 pupils in Key stage 1 receive this intervention with Miss Richardson.

Year 1 Group of 14 pupils. All with SEND. 50% achieved the required standard. The 7 pupils who did not 4 had EHC plans.

Year 2 group: 75% achieved the required standard in the phonic retake.

The impact of this work is seen as very good.