

# PUTTING EVIDENCE TO WORK: A SCHOOL'S GUIDE TO IMPLEMENTATION

Crofton Junior School 2021-22

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p>What needs to change e.g. teacher behaviour, student behaviour, attainment?</p> <p><b>Accelerate rates of progress and increase attainment in Reading for those children eligible for the pupil premium fund thereby closing the attainment gap.</b></p> <p>September baseline proportion of disadvantaged pupils achieving the Expected Standard &amp; above in comparison non-disadvantaged:                      Year 3: 75% / 86% = -9%                      Year 4: 20% / 60% = -40%                      Year 5: 36% / 60% = -24%                      Year 6: 60% / 68% = -8%</p>	<p>What are the essential 'active ingredients' of the intervention?</p> <p>What activities and behaviours will you see when it is working?</p> <p><b><u>Active ingredient 1</u></b>                      Consistent high-quality teaching of reading within the English units of work.</p> <p><b><u>Active ingredient 2</u></b>                      Implementation of a pupil premium focused Reading Comprehension intervention.</p> <p><b><u>Active Ingredient 3</u></b>                      Lexia to be timetabled and implemented consistently in each year group.</p> <p><b><u>Active Ingredient 4</u></b>                      Phonics catch-up intervention to be consistently implemented.</p> <p><b><u>Active Ingredient 5</u></b>                      Homework reading policy to be implemented.</p>	<p>How will it be done?</p> <p>What blend of activities are required?</p> <p><b><u>Training</u></b></p> <p>Staff meeting re:</p> <ul style="list-style-type: none"> <li>• Focus of vocabulary, retrieval &amp; inference skills.</li> <li>• Comprehension lessons to be taught within non-reading focus weeks.</li> <li>• Development of Reading Comprehension intervention.</li> <li>• The delivery of a validated phonics programme.</li> </ul> <p>Coaching:</p> <ul style="list-style-type: none"> <li>• The teaching of reading focus for CS, ME &amp; BA.</li> </ul> <p>Teaching Assistant training re:</p> <ul style="list-style-type: none"> <li>• The implementation of the Reading Comprehension intervention.</li> <li>• The delivery of a letters &amp; sounds (autumn term) and then a validated phonics programme (spring term).</li> </ul> <p><b><u>Educational materials</u></b>                      Lexia programme                      Letters &amp; Sounds                      A N Other phonics programme                      Accelerated Reader</p>	<p>How will you know that it is working?</p> <p>Do staff feel the approach is feasible and useful?</p> <p><b><u>Short term</u></b>  <b>Active ingredient 1:</b>                      Staff will plan and deliver weekly reading sessions, which focus on developing vocabulary, retrieval and inference skills.</p> <p><b>Active ingredient 2:</b>                      Pupils will be identified, staff will feel confident in the delivery and x2 weekly sessions will be timetabled.</p> <p><b>Active ingredient 3:</b>                      Lexia will be timetabled in every class so that all children are able to fulfil their individual programme. Lexia certificates awarded monthly to celebrate success.</p> <p><b>Active ingredient 4:</b>                      Baseline results will be identified and phonic groups identified. Catch-up phonics sessions will be timetabled. Staff will consistently deliver Letters &amp; Sounds programme.</p> <p><b>Active ingredient 5:</b>                      The expectation of reading x3 per week as part of the homework procedure will be implemented in all classes. Parents/carers will receive a homework presentation as part of the Inspire sessions.</p>	<p>How will pupils, teachers and the school benefit?</p> <p><b><u>Short term</u></b>                      Termly assessments will begin to demonstrate an increase in the proportion of disadvantaged pupils on-track to achieve ARE.</p> <p><b><u>Medium term</u></b>                      Progress for disadvantaged pupils will begin to accelerate in comparison to non-disadvantaged, the proportion on-track to achieve ARE increasing at a faster rate than non-disadvantaged.</p> <p><b><u>Long term</u></b>                      End of Key Stage and year group outcomes demonstrate that disadvantaged pupils are progressing at a faster rate in Reading and the attainment gap is closing in all year groups.</p>

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<p>What needs to change e.g. teacher behaviour, student behaviour, attainment?</p>	<p>What are the essential 'active ingredients' of the intervention?</p> <p>What activities and behaviours will you see when it is working?</p>	<p>How will it be done?</p> <p>What blend of activities are required?</p>	<p><u>Medium term</u></p> <p><b>Active ingredient 1:</b> Reading lessons are more precise.</p> <p><b>Active ingredient 2:</b> Sessions are more precisely focused on the types of questions that individual require support in answering.</p> <p><b>Active ingredient 3:</b> Pupils will be making progress within the Lexia program and support will be provided to overcome barriers.</p> <p><b>Active ingredient 4:</b> Staff are beginning to deliver precise phonic sessions using the new validated scheme.</p> <p><b>Active ingredient 5:</b> Monitoring shows that children are completing their reading homework.</p> <p><u>Long term</u></p> <p><b>Active ingredient 1:</b> Reading lessons are precise and meet the needs of all learners.</p> <p><b>Active ingredient 2:</b> Pupils are able to answer questions accurately &amp; independently.</p> <p><b>Active ingredient 3:</b> Pupils will apply Lexia work into their independent work.</p> <p><b>Active ingredient 4:</b> Staff are delivering precise phonic sessions and assessments show that children are recognising taught sounds more accurately. Pupils are able to apply phonetic knowledge accurately.</p> <p><b>Active ingredient 5:</b> Monitoring shows that children are more fluent.</p>	