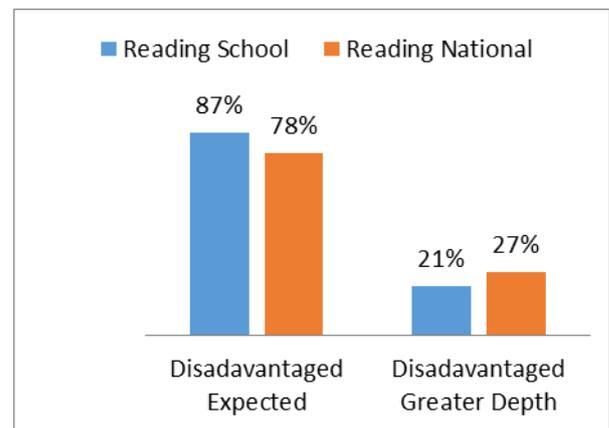
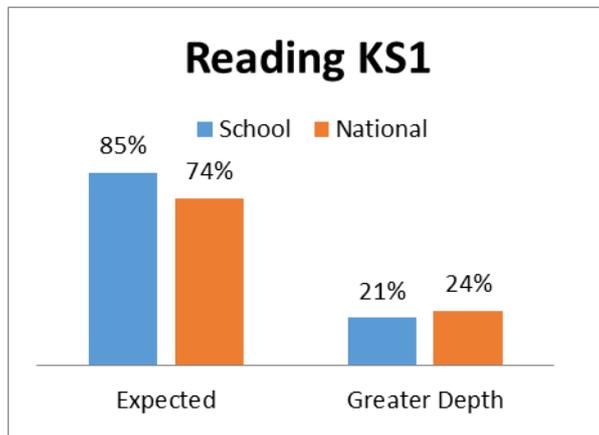


## Altmore RAISE online 2016: Headlines

Year 2 Cohort: 145 children; Disadvantaged: 97 children; Boys: 69; Girls: 76.

### **Reading**

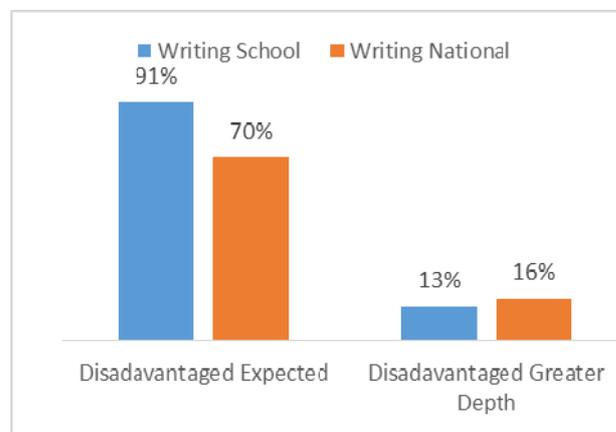
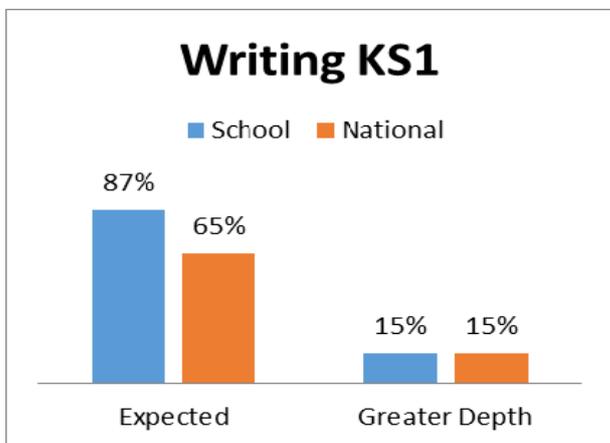
Our Reading initiatives of last year have paid off and we have done exceptionally well this year. We visited Rotherham and started our own Reading Café; we also appointed a Reading Leader for the first time and she is very innovative and efficient. We had 123 children that achieved the expected standard. Of the 123 children, 84 were disadvantaged children. Therefore, we have 85% of the cohort that achieved the expected standard and 87% of the disadvantaged children that achieved the expected standard.



- Reading continues to be a huge focus for us across the Federation.
- We have had staff training on reading to ensure we improve our practice around Guided Reading.
- We have also introduced Home School Reading Books to encourage children to take a book home to read, talk about the books they have read and develop the home-school dialogue around reading.
- All children entering Yr 2 working below the expected level are receiving intervention in the form of 1:1 daily phonics or group reading.
- Our 1:1 sessions are led by senior staff/HLTA and follow the proven effective 'RWI' system which last year proved to impact both their reading and their attitudes towards learning.
- We have started an early intervention programme in Reading for our more able pupils working alongside The Discovery Children's Centre.
- Phonics continues to be taught daily and is differentiated.
- Children continue to keep the same book for several sessions to allow children to explore the book more deeply and look at different aspects e.g. grammar, structure.
- We are looking to capitalise on our positive Phonics results last year to ensure the transference of skills from phonics into the classroom, e.g. Reading and Writing in its broadest sense.
- Our Yr 1 children are now taking de-codeable books home on a weekly basis, following the good practice already evident in Yr R.

### **Writing**

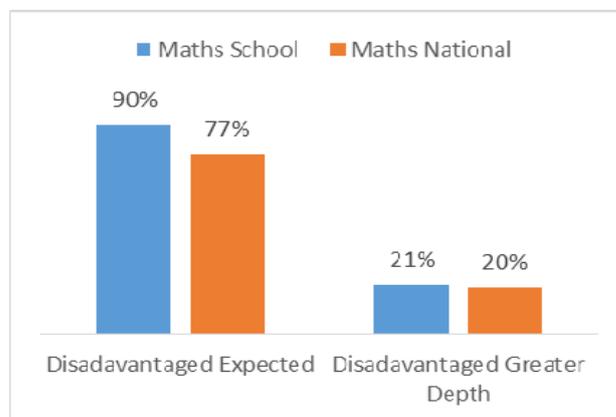
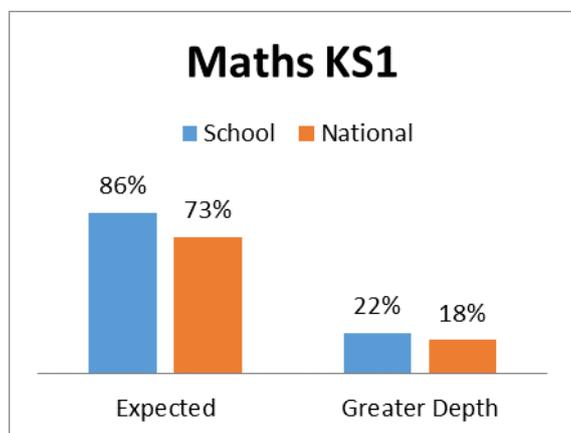
We are well above National in writing this year. We have had the advantage of one of our teachers being a trained moderator. This, combined with our very experienced Assistant Headteacher who is our KS1 writing leader, has ensured that writing provision was planned to a very high standard. 126 children achieved the expected standard across the cohort and 88 of were disadvantaged children. 87% of the cohort achieved the expected standard and 91% of the disadvantaged children achieved the expected standard.



- We now have handwriting and spelling system in place that is being rolled out throughout the Federation. This should impact on pupil progress.
- A whole Federation focus on raising attainment in writing across the curriculum is feeding into individual appraisals and is transforming the way in which we plan for English.
- The teaching of new vocabulary has become central to planning and delivery of all lessons.
- Intervention for our lowest 20% of writers in Yr 2 are receiving weekly intervention.
- Our experienced Year Group Leaders lead the planning for each year group to quality assure the planning and delivery of the New Curriculum.

### Mathematics

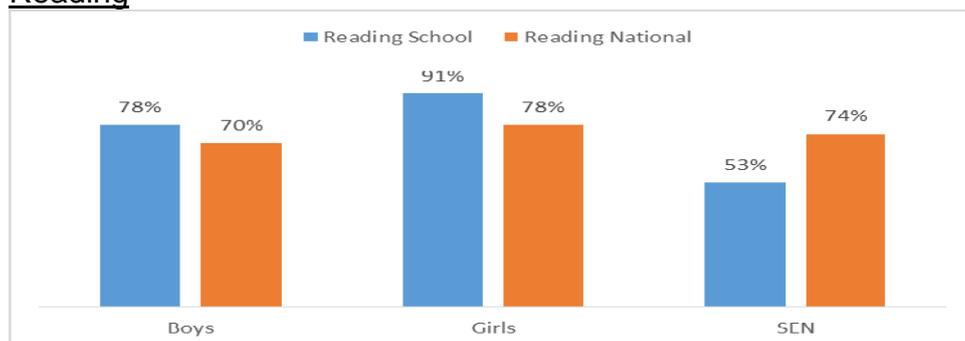
Our Maths Leader has been in post for a few years and many of the new strategies she has introduced have now been embedded. We had 125 children that achieved the expected standard. Of the 125 children 87 were disadvantaged children. Therefore, we have 86% of the cohort that achieved the expected standard and 90% of the disadvantaged children that achieved the expected standard.



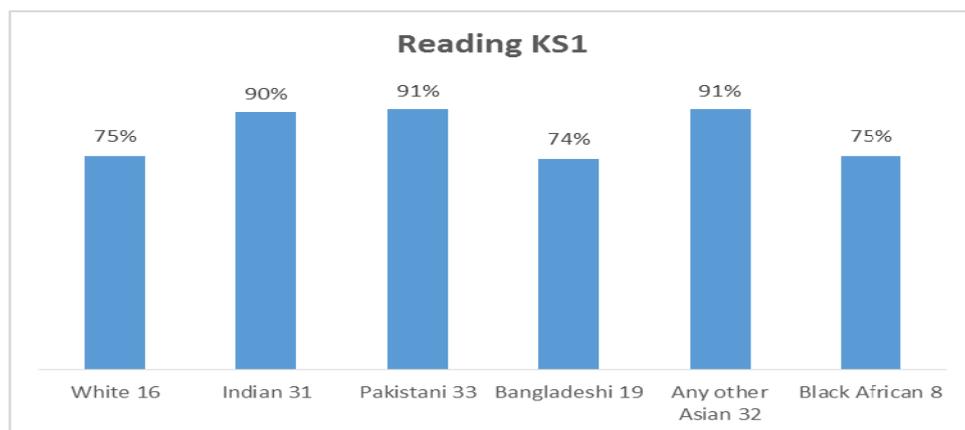
- Our KS1 Maths leader is trialling the *Maths Mastery* approach with a group in Yr 1. Once we have completed our focus group, we intend to roll it out to the whole school.
- Interventions for more able pupils will start in January 2017. The focus this term has been on narrowing the gap for identified pupils.
- Parent workshops have been organised to enable KS1 parents to support children at home in using the reading strategies we teach at Altmere.
- It is now expected that teachers use speaking frames in Maths lessons to support the children in articulating strategies they have used and their approaches to problem solving.
- Home Learning is now expected to be differentiated three ways to ensure it is appropriately challenging.
- Home Learning is now more practical, supported by maths packs in which children will have the practical resources that we use at school to support their home learning.

## Achievement of Groups:

### Reading

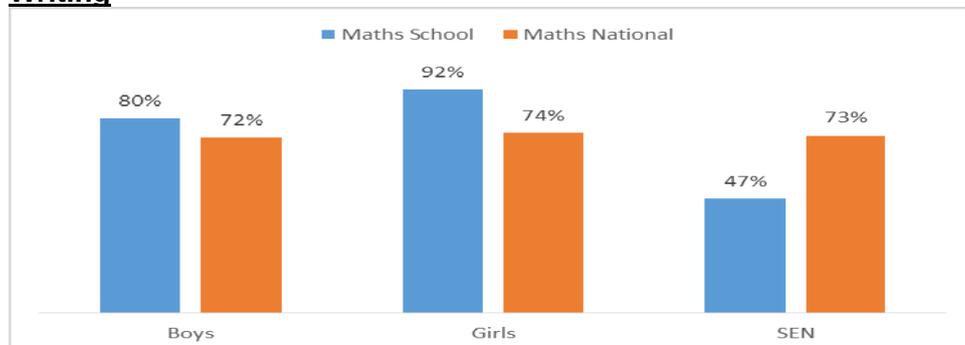


Girls do better than boys. Our boys do better than boys nationally. This year we had 5 pupils with severe SEN needs who received High Needs Funding.

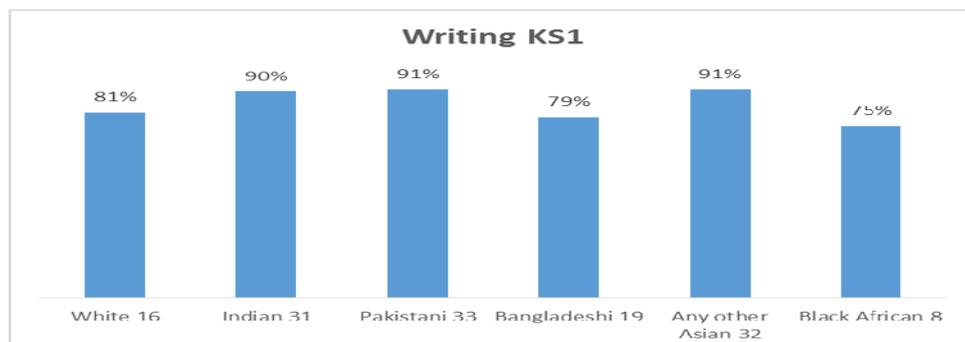


In Reading all our groups were either in-line or above the national average of 74%. There is no comparison with groups nationally, just against the national average.

### Writing

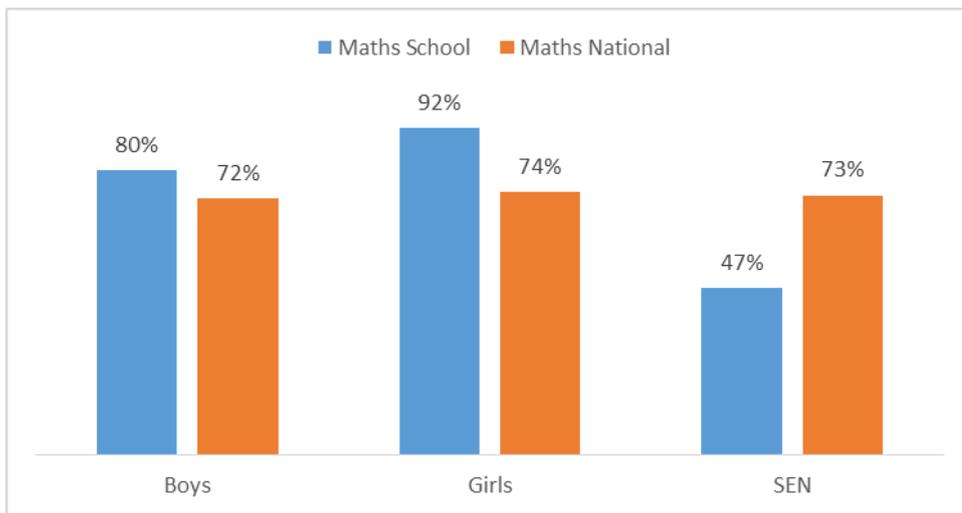


Girls do better than boys. Our boys do better than boys nationally. This year we had 5 pupils with severe SEN needs who received High Needs Funding.

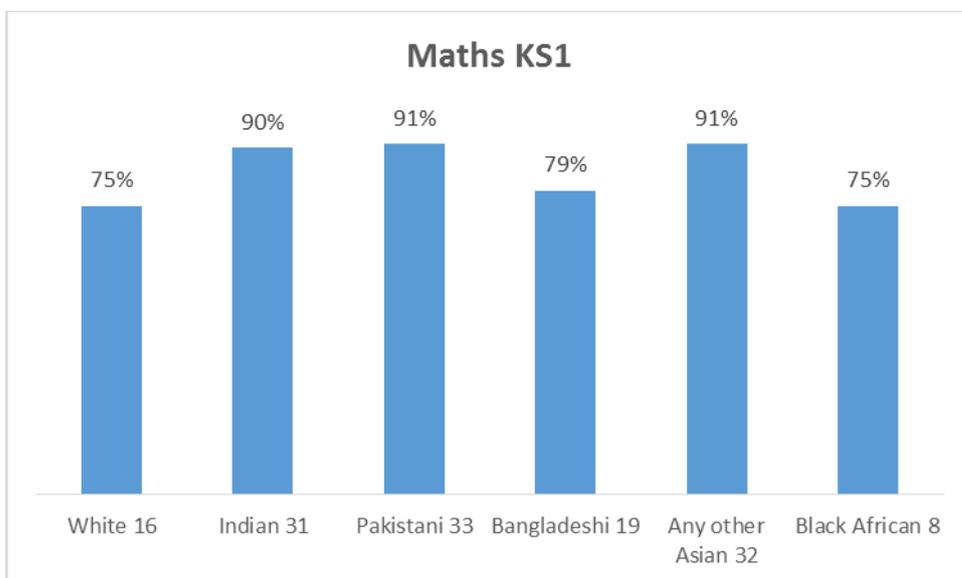


In Writing, all our groups were either in-line or above the national average of 65%. There is no comparison with groups nationally, just against the National Average.

## Mathematics



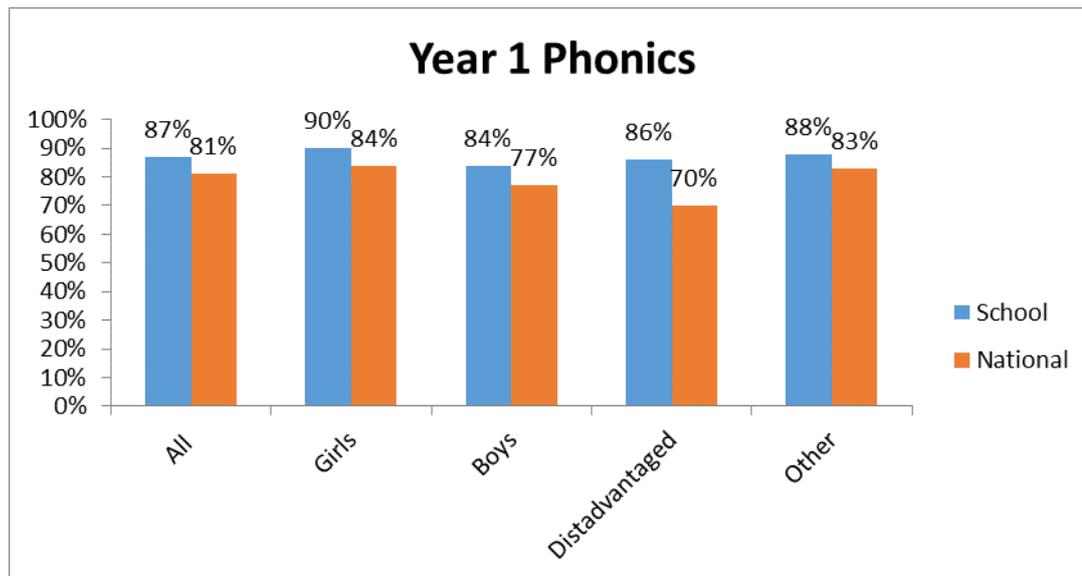
Girls do better than boys. Our boys do better than boys nationally. This year we had 5 pupils with severe SEN needs who received High Needs Funding.



In Maths, all our groups were either in-line or above the national average of 73%. There is no comparison with groups nationally, just against the national average.

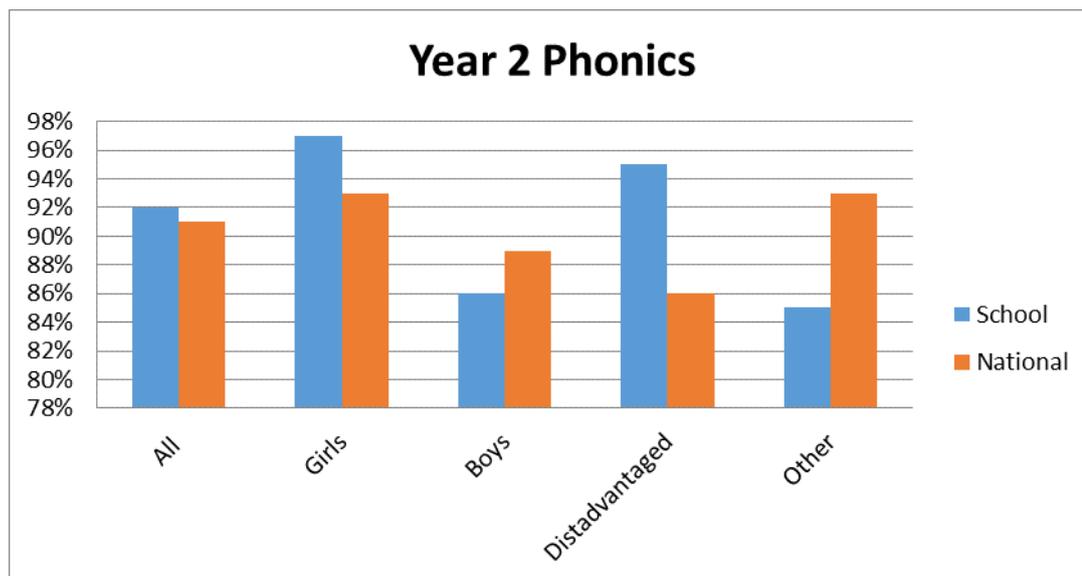
## Year 1 Phonics

146 children 73 boys, 73 male



## Year 2 Phonics

144 children 69 boys, 75 girls



- We are very pleased with our Phonics outcomes this year, particularly our FSM children. We believe our short, sharp and differentiated approach towards phonics suits these children's learning styles. Our focus this year is on the transference of these phonics skills into Reading and Writing to ensure accelerated progress.
- All children who did not pass the Yr 1 Phonics Screening check are receiving either 1:1 or group intervention and have been since the beginning of the new school year.
- Our Reading 1:1 programme will be more flexible this year, allowing children who have progressed to reach their reading age to leave the programme, giving other children the opportunity to join.
- Year 1 are now following on Reception's practice of giving phonetically de-codeable books to take home each week.
- Planned and focussed conversations between Yr R staff last year and receiving Yr 1 staff this year ensured that children's learning momentum was unbroken in the transition between Yr R and Yr 1. Good progress is already evident across the Yr 1 year group.
- We will be using past Phonics Screening Checks this year to measure attainment in the Spring Term, therefore allowing us to tailor intervention in Yr 1 as appropriate