

RAISE Case Study for Pillgwenlly Primary School, Newport, South Wales

BACKGROUND AND CONTEXT

Pillgwenlly Primary is a large multicultural school situated in the heart of the dockland area of Newport, South Wales approximately 12 miles east of Cardiff.

Pupils come from a wide range of cultural backgrounds with 30 different languages being spoken. Significantly, over the past few years, there has been a large influx into the school catchment area of Eastern European families. Limited English together with limited knowledge of the Welsh educational system can sometimes prove to be a challenge to “new” parents when making links with the school and they are encouraged and welcomed into school via a dedicated team of home language support workers,

Furthermore, at the time of the study, children from Eastern European backgrounds were not eligible to apply for Free School Meals and, therefore, the FSM percentage does not truly reflect the disadvantaged status of the total pupil population. The school is in an area of high social deprivation.

Currently, there are 597 pupils on roll including 118 nursery places. At the time of the study, 42% of pupils were eligible to receive Free School Meals.

It is also important to note that the school experiences a lot of pupil movement (pupils joining or leaving the school) particularly at Key Stage 2.

IMPLEMENTATION OF RAISE PROJECTS

It was decided to use RAISE to improve skills in literacy and numeracy for Y2 and Y6 pupils which in turn would lead to raised standards of achievement and attainment. In Literacy, the targeted group focussed on reading and spelling strategies, whereas in numeracy the targeted pupils focussed on developing basic strategies using the Springboard programmes as a framework for learning. Together with this, there was an overall focus on developing communication as a key skill and, inevitably, raising self esteem in all pupils involved.

HOW THE CHILDREN WERE IDENTIFIED

The criteria for disadvantaged pupils to participate in the groups included end of year results (including NFER for maths); those who had not achieved as well as might be anticipated; low self esteem and pupils receiving free school meals.

ORGANISATION

As in the previous two years of funding, both the literacy and the numeracy groups received a one hour session during the school day and, also, attended homework club for one hour after school. For children who were unable to work at home the clubs provided not only support but also opportunities that enabled them to reach their potential through additional work outside school. Letters were sent to parents informing them of their child's place in the group and also inviting and encouraging them to participate in the homework club alongside their child.

The sessions were delivered by two of our highly trained and experienced learning support assistants both of whom had also had nurture training.

Before beginning the programmes, a baseline was obtained for all targeted pupils so that value added could be measured. The children then repeated the same test at the end of the learning programme.

In Literacy, the PM Benchmarking kit was used to establish a reading/comprehension level. The Salford reading test was used to find out a reading age and finally Spar Spelling was used to establish spelling age. Following this, the children attended the twice weekly sessions, as outlined above, for the academic year.

Continuity and progression were ensured in the activities by following clear programmes of learning experiences through published programmes linked with LEA training eg Oxford Brooke Catch Up. The activities included ICT tasks, games and phonic work.



Literacy group enjoying a word game

In numeracy, the baseline was obtained through the ICT programme, RM Snapshot. As with literacy, the children were retested at the end of the learning programme to show the value added. The Springboard programme was used as a framework and delivered using a range of visual interactive resources. Communication as a key skill was, as in daily maths lessons, included as a regular feature through "tell your partner" discussions. Basic skills and strategies learnt were first practised at homework club and then reinforced using games, songs and ICT activities. As with literacy, the clubs provided support and opportunities that might otherwise not happen at home.

Some parents that attended homework club became so involved in the activities they could barely contain themselves from answering questions aimed at the children – a great way of engaging parents!

HOW MANY CHILDREN WERE INCLUDED IN THE PROJECTS?

Seven Year 6 children participated in the literacy programme.

In numeracy a total of 30 children were involved: 10 Year 2 pupils and 20 Year 6 pupils.

WHAT WERE THE OUTCOMES AND RESULTS?

In literacy: All seven children improved on their baseline in both reading and spelling.

In numeracy: 100% of the Year 2 group improved on their baseline

In Year 6, although 20 children began the programme, during the course of the year 2 children (10%) left the school and three pupils (15%) went on an extended visit to their family home countries and were not available at the time of re-testing.

Of the remaining 15 pupils, 13 (65%) improved on their baseline and two children (10%) maintained their score – these 2 pupils were subsequently included in an AEN class within school to further support their learning.

END OF KEY STAGE RESULTS

In literacy: 100% attained Level 4.

In numeracy:

Year 2 - All children attained Level 2.

- Seven of the pupils (70%) attained Level 2c
- Two pupils (20%) attained Level 2b
- One pupil (10%) attained Level 2a.

Year 6 - Out of 18 pupils altogether, 14 pupils (78%) attained Level 4

- Five children (28%) attained Level 4b
- Nine children (50%) attained Level 4c
- One child (6%) attained Level 3a
- One child (6%) attained Level 3b
- One child (6%) attained Level 3c and
- One child (6%) attained Level 2c

WHAT WERE THE BENEFITS?

Without a doubt, the vast majority of children attained well in both literacy and numeracy but a great sense of personal achievement and pride was experienced by all children thus raising their self esteem.

Pupils were asked to complete a questionnaire at the close of the programmes. The responses were overwhelmingly positive. All children could state what they needed to do next in their learning.

The benefits were clear – Happy, confident, motivated learners – Goals achieved! Furthermore, the children were deeply involved in collaborative learning

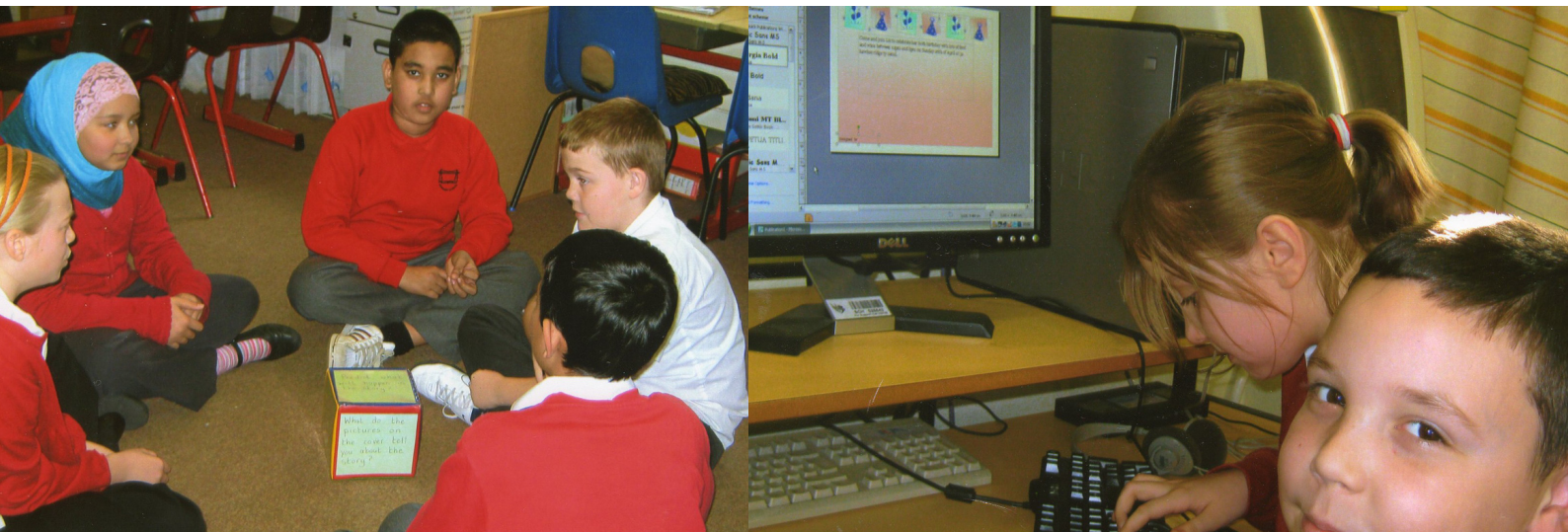
WHAT DID RAISE DO OVERALL?

RAISE :

- had a positive impact on attendance
- Strengthened Family Learning links
- Provided informative data for transition discussions

But further to this - RAISE did exactly what the name intended and our pupils experienced.....

- **Raised** standards/achievement
- **Raised** confidence /self esteem and
- **Raised** communication skills



Y6 Literacy homework club