

# TARGETED PUPILS INITIATIVE INTERIM REPORT



March 2006

## **Introduction**

The work of Haringey Children's Service is targeted to raise standards across all schools, particularly those with low levels of achievement or showing evidence of underachievement. The various strands of the Primary National Strategy (PNS) and other initiatives comprised within the Haringey Primary Strategy (HPS) combine to meet this aim and to support continued progress in Haringey's rate of improvement.

In order to effect a 1% additional rise in outcomes, it has been computed that 25 additional pupils should reach level 4 in key stage two Statutory Assessment Tests (SATs). The Targeted Pupils Initiative (TPI) focuses on over twice that number and aims to implement a complementary and holistic programme of academic and social/emotional support. Schools in the Intensifying Support Programme (ISP) were invited to pilot this initiative between April 2005 and July 2006.

The objectives of the programme are to:

- add at least an additional 1% to Haringey's KS2 outcomes (level 4+);
- prepare pupils for transition to secondary education so that they are able to make rapid progress towards level 5 and level 6 by the end of key stage three (KS3).
- build upon existing strategies and their projected outcomes;
- develop holistic personalised learning programmes for individual pupils;
- encourage greater family involvement in pupils learning.

The essence of the additional support focuses upon learning support beyond that provided by the teacher:

- focused teaching assistance in the classroom and in small groups;
- access to a learning mentor whose support will explicitly address learning and social issues;
- services that draw in family support, for example, a family outreach worker.

## **The Cohort**

The cohort comprises fifty-three year six pupils from nine schools. When identified - at the end of year five - the vast majority were working at levels below those expected for their year group (91% below 3a in writing, 79% in reading and 89% in maths). All but two pupils in the cohort come from Black and Minority Ethnic (BME) backgrounds, with the largest groups being Black Caribbean/Black British, Turkish, Kurdish, Somali and Black African. Fifty-seven percent of pupils in the cohort are entitled to free school meals, sixty-nine percent have English as an additional language and thirty-one percent are on the special needs register – all above the Haringey average.

## **Provision**

As was the intention of the pilot, the nine schools employ a variety of strategies to support pupils. However, there are some common patterns, particularly in direct support for pupils' academic needs. Most schools include an element of intensive in class teaching assistant support for TPI pupils. Parental involvement and provision for pupils' social and emotional needs is less consistent and is an area for development generally. Emerging good practice includes the following:

### *Academic Support*

- teaching assistant time used to directly (and often exclusively) support TPI pupils in literacy, numeracy and science lessons;
- reciprocal reading and maths groups;
- small group work focussed on identified areas for development for the group, that also takes into account individual pupil needs;
- 'revision' sessions that give pupils the opportunity to re-visit concepts and ideas that have been introduced in class;
- focussed work on pupils targets (ISP layered targets and TPI half termly targets);
- homework clubs.

### *Parental Involvement*

- initial meetings to explain the programme to parents and agree their support for pupils;
- family learning workshops;
- family/pupil educational visits;
- half termly parent/pupil/teacher consultation and review;
- Weekly home/school diaries identifying achievements and areas for development.

### *Mentoring (social/emotional needs)*

- social skills group;
- confidence and team building sessions;
- joint working with the existing learning mentor programme;
- 1:1 learning conferences (where progress in school is discussed in the context of social, emotional and academic needs);
- social development and confidence building through a joint project between two TPI schools.

The most effective elements of the pilot from individual schools should be adopted by all schools, to ensure maximum benefit for pupils. Work needs to be carried out to identify these strategies, on top of which individual schools can add their own initiatives. Questions that need to be considered are whether:

- programmes are sufficiently personalised?
- individual targets are set and reviewed regularly enough?
- programmes are flexible enough to respond quickly to the changing needs of pupils?
- the appropriate emphasis is given to addressing pupils social, emotional and behavioural needs?
- parents are being fully involved?
- programmes rely too heavily on existing intervention programmes (i.e. booster, springboard etc)?

### **‘Pupil Voice’**

The views of pupils have been canvassed in two ways; through pupil interviews and through the PASS (Pupil Attitudes to School and Self) survey.

#### *Pupil Interviews*

Some of the main findings of interviews with TPI pupils were:

- the majority of pupils like school;
- although pupils reported liking a variety of subjects, the most popular aspects of school were playing with friends and partaking in creative and sporting activities;
- all pupils felt they were doing at least ‘OK’ at school, with many believing they were doing very well;
- most pupils felt that adults in school were helpful and they were able to identify a variety of strategies that adults use to help them – some of the most popular being repeating explanations and giving examples;
- when adults are not helpful, this was mainly viewed as being due to them ‘not listening’;
- pupils felt they could be helped more by having more group work, additional/better equipment and having more adults to support them;
- generally pupils felt that their own feedback and parents evenings were the main ways in which their families find out how they are doing at school – though some mentioned reward systems;
- pupils’ reported that their families helped them with their learning in a wide variety of ways – these included help with homework, buying ‘revision’ books, setting tasks and taking them to the library.

#### *PASS*

The PASS survey .....awaiting findings

## Pupil Progress

### National Curriculum Levels

The results of assessments carried out during the autumn term (2005) indicate that pupils are making good progress. The percentage of pupils who progressed by at least one sub-level (in less than one term) were 58% in writing, 70% in reading and 60% in maths. The average sub-level increase was 0.9 for writing and maths and 1 for reading. If this rate of improvement continues pupils will, on average, progress by about one national curriculum level in a year – where this would usually be expected to take two years.

	% of pupils who progressed 1+ sub-levels			Average sub-level increase		
	Writing	Reading	Maths	Writing	Reading	Maths
Alexandra	100%	100%	100%	1.8	2	2.5
Bruce Grove	50%	50%	50%	1.2	0.3	0.8
Downhills	50%	50%	50%	0.6	0	0.5
Earlham	33%	20%	40%	- 0.2	- 0.2	0.3
Lancasterian	66%	83%	50%	0.8	1.3	0.3
Mulberry	50%	66%	66%	1	1.3	1.2
Noel Park	33%	100%	50%	0.6	2.	0.8
South Harringay	50%	83%	66%	1.2	1.8	1.2
Stamford Hill	50%	50%	50%	0.5	- 0.2	0.6
<b>All TPI Schools</b>	<b>58%</b>	<b>70%</b>	<b>60%</b>	<b>0.9</b>	<b>1</b>	<b>0.9</b>

The percentage of pupils on track to achieve level 4+ has increased dramatically. With the following improvements having been made:

- Writing: 9% to 26%
- Reading: 21% to 53%
- Maths: 11% to 42%

### Attitudes to School and Self

Schools report that there has been a perceptible improvement in pupils self esteem, motivation and confidence. There has also been a marked improvement in behaviour for a number of pupils. Teachers give examples of pupils who previously did not participate in discussions speaking confidently and clearly in front of others. One example was given of a pupil who had previously displayed very challenging behaviour and who was consequently underachieving academically. The pupil is now focussed and hardworking and has made exceptional progress in just one term - 3b to 4b (writing), 3c to 4b (reading) and 3c to 3b (maths). The school believes this is due to the initiative's combination of learning mentor input (which resulted in the pupil discussing family difficulties), parental involvement (that enabled the school to address the issues the child had raised and gain the support of the family) and one to one teaching assistant support (that helped the pupil to 'catch up' academically).

The PASS survey carried out in January at the Tottenham Hotspur Study Support Centre is to be repeated in July and will provide further evidence of any changes in pupil attitudes.

## Conclusion

The freedom of schools to be creative and to tailor the initiative to the needs of their pupils is an important aspect of TPI and should continue. However, it is important that all schools who are part of the TPI in 2006-07 implement the most effective elements of the pilot, to ensure continued improvement in support for pupils. It is suggested that these elements might include:

- the use of detailed personalised learning plans that are regularly reviewed and amended;
- intervention that is qualitatively different from, and additional to, existing programmes;
- individual coaching and learning conferences;
- holistic programmes that include all three key elements (academic support, mentoring and parental involvement);
- continuous assessment and tracking that evaluates impact and informs planning of provision;
- joint study support and transition initiatives.

It is proposed that monitoring and evaluation of the initiative should include:

- termly progress review meetings (Children's Service Officer and school TPI coordinator);

- observation of practice;
- pupil and parent interviews;
- termly national curriculum assessments;
- PASS assessment (September and July);
- SATs analysis;
- pupil case studies.