

This final monitoring report is designed to give us a full understanding of how your project was delivered and implemented against your key performance indicators and outcomes. We want to know how you have spent your funding and the difference it has made to everyone involved; this may include young people, teachers and parents.

Providers/ School: Portsmouth City Council

Name of project: Developing Reading for Purpose and Pleasure

Project start and end dates: September 2020- July 2021

The aims and objectives for your project as per application form:

The funding is to enable 10 Portsmouth schools to access the Destination Reader programme & 1 school Daily Supported Reading. Additionally, funding will support on-going contact with Hackney Learning Trust, staff from the schools to be released from the classroom to 'visit' (face to face or virtual) their colleagues in other schools involved in the project, liaison with the project lead & supply cover to ensure quantitative & qualitative data is gathered throughout.

Standards in both Reading & Writing at KS2 in Portsmouth have long been lagging behind the national average & are also not favorable when compared against local statistical neighbours, in spite of improving Ofsted judgements. Standards are unlikely to rise significantly without schools employing a rigorous & pedagogical based approach.

The project is targeted at LA maintained schools, as those within MATs tend to follow consistent directed programmes for teaching & learning.

Delivery of Destination Reader at the following schools- Copnor Primary, Milton Park Primary, Medina Primary, Craneswater Junior, The Harbour School, Mayfield School, St Paul's Catholic Primary, Corpus Christi Catholic Primary, St George's Beneficial C of E Primary, Cottage Grove Primary

Daily Supported Reading at the following schools - St George's Beneficial C of E Primary

Key performance indicators and Outcomes/ targets that you were aiming to deliver.

Please provide information under each outcome in the box below on what you have achieved

Outcomes that you are aiming to achieve and for which pupils?

- The % gap between Portsmouth LA & the national average for KS2 Reading EXS+ narrows significantly from 7% in 2019 to within +/- 2%. Previously, 2017 - 2019: 67%, 69%, 67%). **Unable to report due to no statutory KS2 SATs in 2021.**
- All schools within the project are in line with or above KS2 Reading EXS+ national average in 2021. **Unable to report due to no statutory KS2 SATs in 2021.**

- The % gap between Portsmouth LA FSM6 & not FSM6 for Reading KS2 EXS+ narrows from 13% in 2019 to within 5%. [Unable to report due to no statutory KS2 SATs in 2021.](#)
- Raised enjoyment & improved levels of confidence amongst teachers & pupils (especially those who are disadvantaged & lower attainers). [Completed.](#)

For all 5 key questions on the pupil audit entry and exit survey / questionnaires the response to the most positive answer of 3 available has increased, and the response to the least favorable decreased.

[For detailed analysis please see the appendix to this report.](#)

Termly outcomes

- Baseline - scrutiny of in-school data & assessment information from September 2020 to gauge % of pupils expected to achieve EXS+ initially in return to school from 1st lockdown. [Schools conducted own but then severely affected by further lockdown and Covid issues.](#)
- Baseline - information on reported levels of pupil confidence & enjoyment in Reading (questionnaires & anecdotal). [Completed in mid-year report.](#)
- Baseline - information of teacher levels of confidence in teaching Reading in relation to subject knowledge & pedagogy (teacher survey). [Completed in mid-year report.](#)
- End of term 4 (July 2021) KS2 Reading EXS+ results from 2021 SATs in comparison to 2019, both for individual schools in the project & across the project group as a whole. [Unable to report due to no statutory KS2 SATs in 2021.](#)
- End of term 4 (July 2021) Revisit levels of pupil confidence & enjoyment in Reading. [Completed on the basis of the schools that have submitted returns. See appendix.](#)
- End of term 6 (Dec 2021) Revisit teacher levels of confidence in teaching Reading. [Future outcome.](#)

KPI's

- Lead teacher & member of SLT from all project schools to attend training on January 2021 dates. [Completed.](#)
- Project schools cascade training to all relevant staff by end of January 2021. [Delayed but now completed.](#)
- Baseline data assessed by February half-term 15.02.2021, with target pupils or groups of pupils identified. [Delayed but now completed.](#)
- SLT member in each project school to have monitored teaching & learning in DR & DSR lessons before the beginning of the Summer term 19.04.2021. [Delayed but now completed. Additionally, project lead visited two schools to observe implementation of Destination Reader in lessons with pupils. Visit records completed.](#)
- Schools report to Project Lead on teacher & pupil survey/questionnaires. [All schools submitted baseline data but not all met the deadline for July 2021 revisiting of the data, mainly due to Covid pressures and issues of staff and pupils self-isolating. The analysis is based on those schools that did revisit the pupil audit survey / questionnaires as requested.](#)

How many children/teachers did you anticipate working with/training?

The project covered working with 10 schools to implement Destination Reader, with one of these also accessing Daily Supported Reading.

The schools range from 1 form entry primary, to a 3 form entry junior school and one specialist provision school which caters for children with SEMH needs.

Daily Supported Reading is being introduced in KS1 in a 2 form entry primary school.

Project schools were able to choose who to implement the work with, single class, year group or across all of KS2.

How many children/teachers/other staff did you work with and over what time period?

From the Destination Reader baseline audits undertaken by the schools involved in the project, just under 1000 children have been involved and approximately 100 staff. Those involved in Daily Supported Reading is over and above these figures.

The project began in January 2021 with training and has covered two terms worth of work through the Spring and Summer terms 2021.

Have there been any additional outcomes, what were these and what was the impact of these? Please set out in the box below.

The support network group created has led to even greater collaborative working between schools, which has been particularly supportive to staff working in education throughout the pandemic.

Being just one strand of the work of the Portsmouth Education Partnership Early Language and Literacy Development Group, the project has highlighted the focus on improving standards of Reading across the city. It has also led to more joined up working between partners e.g. both the schools' library service and the educational psychology service worked with the education service on a hugely successful literacy session in our PEP summer education conference: sharing reading research and a webinar by Michael Morpurgo for Year 6 pupils.

What has worked well – please set this out

The schools have appreciated the flexibility to begin implementation with a trial class or year group, especially through 2 terms which have included lockdown, delivering remote education, staff and pupils continuing to self-isolate and catch up work.

Support, advice and guidance from Hackney Learning Trust has been extremely timely, sensitive but also robust and reassuring. This has enabled schools to gain confidence in adapting to new ways of working or building upon good practice in the teaching of reading and cascading training.

The support network group that we have set up for the 10 project schools has been effective in enabling schools to liaise with each other, share experiences, resources, training and planning. This has been so important to introducing the project whilst managing the complexities of issues arising from the pandemic.

Collaboration between schools to share training and lessons learned along the way has been a real strength e.g. videos of teachers teaching a DR lesson.

Positive attitudes and a 'can do' approach has built confidence and a willingness to focus on the moral imperative of children successfully learning to read in KS2 alongside catch up work.

What have been the challenges you have experienced? How did you address these?

The Covid-19 global pandemic and national lockdown from 4th January 2021 to the wider reopening of schools to all pupils on 8th March 2021 significantly affected the capacity of schools to initially engage in training and then to fully implement the project in the way intended. Staff were balancing the needs of delivering high-quality remote education with providing for pupils attending school, ensuring safety and pastoral care, and responding to changing and detailed government guidance. Flexibility and support have addressed this.

With staff and pupils unwell or self-isolating attendance and participation have been affected so ensuring a supported consistent and continued implementation has been significant.

Demands on staff and infection prevention control measures have meant that staff have not visited other project schools and shared experiences in the way initially conceived.

All of the above have been addressed through regular communication and support. Hackney Learning Trust have remained in contact with each project school and our support network group has had half-termly virtual meetings. Having the Head of School Improvement and Early Years to co-ordinate and oversee the project has meant there has been one single point of contact.

What have you not been able to deliver and why?

All of the project has been implemented albeit not so fully or so timely as intended. The aspect on which we have not been able to deliver is consideration of the quantitative measures of impact such as KS2 Reading SATs data, given the cancellation of formal statutory assessment in 2021.

It has been difficult to gain full revisiting of baseline data for pupil confidence and enjoyment given the pressure on schools, so the reporting is based on the return that was received.

What impact did your project have for those children/young people/staff that took part - and how do you know this?

Regular dialogue and communication with schools and Hackney Learning Trust has rekindled an enthusiasm for, and enjoyment of, the teaching of Reading amongst school staff. School DR Leads have described higher pupil engagement and anecdotal evidence of impact on positive pupil outcomes and the increased skills of staff from the CPD they have received.

Whilst attainment cannot be measured, schools are recording increased progress in reading when compared to 2019 e.g. report from Copnor Primary School.

What are the key points you have learnt from the project?

- Flexibility is vital - allowing each school to move at its own pace and to implement as they see fit and appropriate within their own organisation and curriculum, especially when balancing issues from the pandemic.
- Regular communication aids focus and maintains a high priority of continuing development and momentum of the project.
- Schools value support networks and opportunities to share experiences with each other.
- School leaders, teachers and support staff have been re-energised in their enthusiasm for the teaching of reading.
- Oracy and pupil interactivity is driving higher engagement and enjoyment of reading, which is promoting greater participation and practice that is impacting upon outcomes.
- Whole class teaching and partner work is supporting the lowest 20% who are not withdrawn from DR lessons.
- Investment and support makes schools feel as if their work is valued and promotes commitment and enthusiasm for new initiatives.

Embedding. Please explain how you will continue to embed and deliver for the future

The 10 project schools are very committed to the project and despite challenges are keen to build upon early indications of impact from this year. They have all match-funded payment towards the annual subscription with Hackney Learning Trust in 2021 - 2022 to continue to access training, support and guidance to support implementation and rollout.

Impact and success stories have been cascaded across the local authority and this has meant that there are further schools interested and we are looking to extend the project with a second phase of up to another 10 KS2 schools.

A strong relationship with Hackney Learning Trust has been established, such as we are working to innovate and trial a new concept of 'Destination Reader Plus', whereby Destination Reader is introduced into Year 7. This has not been tried before but two Portsmouth secondary schools have signed up to this new initiative for 2021 - 2022.

Your budget: £ 25,000

How much funding have you spent on your project? Please give a detail breakdown

Training for 10 schools to participate in Destination Reader and 1 school in Daily Supported Reading cost £22,100.

£1,000 has been paid to the School Library Service to purchase high quality text reading books for project schools to borrow for Destination Reader lessons.

Given Covid restrictions schools have requested that a further £1,000 intended for supply cover to pay staff to enable them to visit each other schools, is spent on additional resources before the end of the school year.

£500 has been paid to enable administration, leadership and attendance of the DR support network group.

£400 remains to be carried over into 2021 - 2022.

Any other comments

Portsmouth City Council is grateful for this twinning opportunity and looks forward to continuing the relationship with Hastings in the future, in addition to working on innovative developments with Hackney Learning Trust regarding reading in secondary schools.

Completed by:

Debbie Anderson, Head of School Improvement and Early Years, Portsmouth City Council

19th July 2021

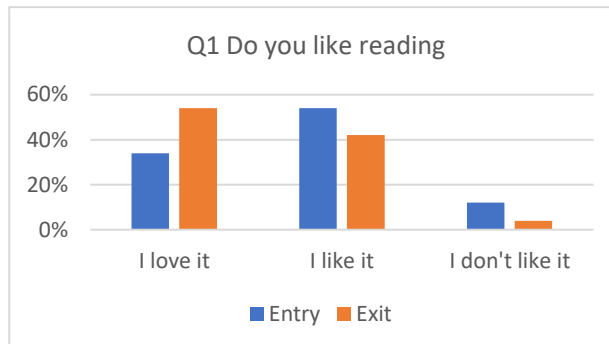
Appendix

Data collection summary

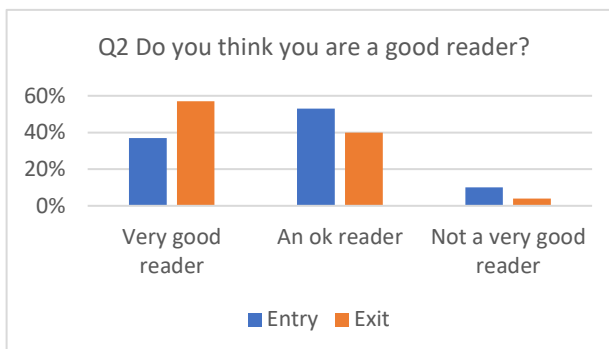
Pupil survey 'Audit on entry and exit' headline

- For all 5 questions, the response to the most positive answer of 3 available has increased, and the response to the least favorable decreased.

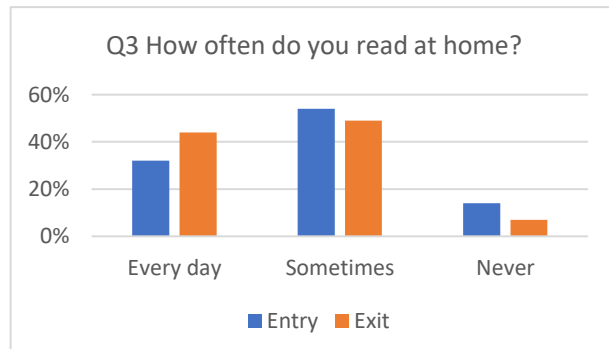
Do you like reading?	Entry	Exit
I love it	34%	54%
I like it	54%	42%
I don't like it	12%	4%



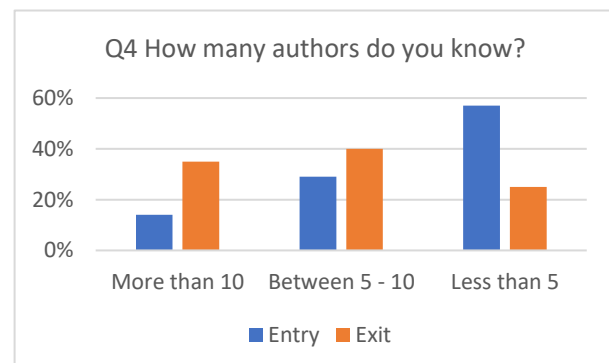
Do you think you are a good reader?	Entry	Exit
Very good reader	37%	57%
An ok reader	53%	40%
Not a very good reader	10%	4%



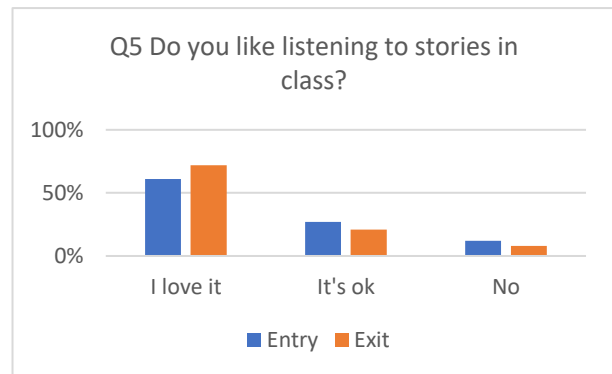
How often do you read on your own at home?	Entry	Exit
Every day	32%	44%
Sometimes	54%	49%
Never	14%	7%



How many authors do you know?	Entry	Exit
More than 10	14%	35%
Between 5 - 10	29%	40%
Less than 5	57%	25%



Do you like listening to stories in class?	Entry	Exit
I love it	61%	72%
It's ok	27%	21%
No	12%	8%



Case study excerpt - School C

For the 57 children that took part in both audits, their results have increased across the board, with the most significant increase being 'Do you know how to improve your reading?', which is potentially because of the explicit way DR structures this for children, as well as staff developing their pedagogy in this area (seen from the staff audit) . The only statement that has decreased is 'Do you like listening to stories in class?'. This has decreased by 21%, which we are going to dig a bit deeper into. My hypothesis is that this has decreased because more children now enjoy reading as they are better readers, therefore they would prefer to read themselves than listen to stories as a whole class.

The weakest area for the cohort is their knowledge of authors, which is an area we are going to continue to focus on during the remainder of this year, but also going into the next academic year.

In terms of the staff audit, their perceptions of reading have improved across the board. They are much more confident in how to create an effective learning environment, knowing how to elicit good quality discussions and debates from the children, as well as knowing how to model explicit strategies effectively in reading, for example.

Case study - data analysis from one project school

Year 3 Reading data from 2020 - 2021 compared to the academic year of 2018-19 as this was the last year that we were not in a lockdown.

<u>2020 – 2021</u>	<u>2018 -2019</u>
ARE: 60%	ARE: 73%
GDS: 15%	GDS: 28%
Average points progress summer term: 1.7	Average points progress summer term: 0.83
% increase from points progress: 104%	

2020 – 2021

90% of pupils made 3 or more steps progress

45% of pupils made 4 or more steps progress

Of the 10 % of pupils who have made 2 steps or less progress, all of these pupils were home learners during the spring term. They are also all PP children, and 5 out of 8 children are SEND learners.

2018 – 2019

82% of pupils made 3 or more steps progress

4% of pupils made 4 or more steps progress

Narrative

Although the attainment this academic year is lower than 2018-2019, the progress is significantly greater than the previous year, with an increase of 104%.

Lower attainment for the Year 3's during this academic year could be attributed to the children missing a large quantity of school since the first lockdown in March 2020. In direct correlation with this, the percentage increase in points progress this year could be a direct impact of Destination Reader, with teachers having a greater pedagogical understanding of how to teach reading effectively, as well as being given an effective structure for teaching reading, with dialogic talk used frequently to improve standards.

Staff and pupil audits have suggested there is a positive correlation between Destination Reader and improved progress. However, the presence of other potential causes could also impact outcomes.

Factors such as:

- children's participation and support in reading outside of school;
- extra reading interventions given to pupils inside school;
- phonics being explicitly taught to pupils in Year 3 – something that hasn't historically been taught consistently before;
- as well as the fact that it has also only been implemented for 1 ½ terms could be reasons why we have seen a great improvement in progress.
- Other factors at school, such as the increased teachers' urgency in the catch up programme, could also be a contributing factor as to why children have made significant progress.

With increased motivation in Reading from staff and pupils, as well as a greater knowledge and understanding of how to teach and answer reading skills from teachers and children, we will continue to embrace DR and continue to monitor the impact of DR across KS2.