

## Slough Local School Improvement Fund

### Application for support and funding - Part One

*This application should be completed by the school requesting the support.*

<b>School requesting support</b>	Upton Court Grammar School and Penn Wood Primary and Nursery School on behalf of schools in Slough
<b>Contact (name)</b>	Mark Pritchard and Jane Girle
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#### 1. Who is going to receive the support?

**Give details - an individual school? A group of schools? A particular group of teachers?**

A group of secondary and primary schools joining together and committing to a project about disciplinary literacy – how to read, write and talk in a subject specific way. This is a ‘curriculum continuity project’ and the target year groups are Years 5 – 8.

#### 2. Why is the support needed?

##### National Data - Reading

	All - EXS +	All Higher	Boys EXS+	Boys Higher	Girls EXS +	Girls Higher
2017	72%	25%				
2018	75%	28%				
2019	73%	27%	69%	22%	78%	32%

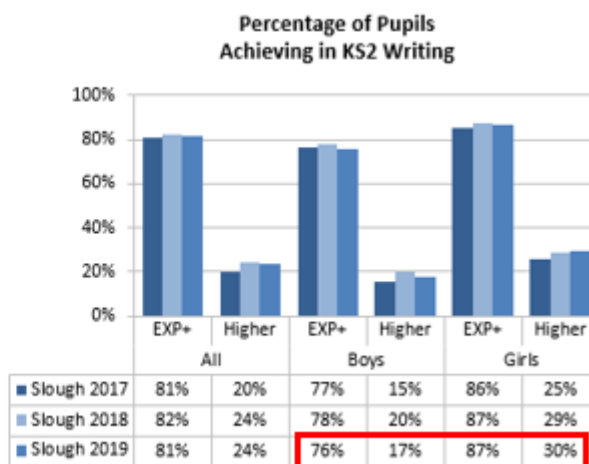
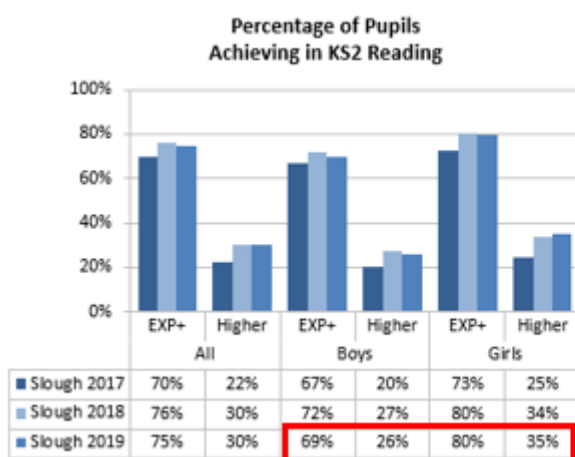
##### National Data – Writing

	All - EXS +	All Higher	Boys EXS+	Boys Higher	Girls EXS +	Girls Higher
2017	76%	18%				
2018	78%	20%				
2019	78%	20%	72%	15%	85%	25%

Nationally, in both reading and writing, there is a significant gender gap, with girls outperforming boys. This gap is even more significant at the higher standard.

27% of pupils in reading and 22% of pupils in writing do not attain the expected standard at the end of Year 6 nationally.

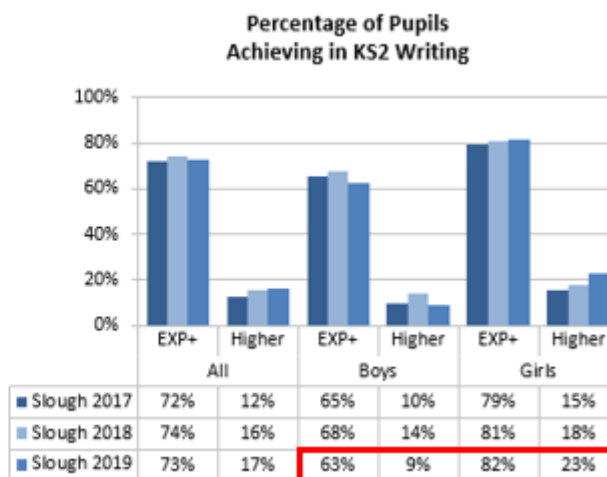
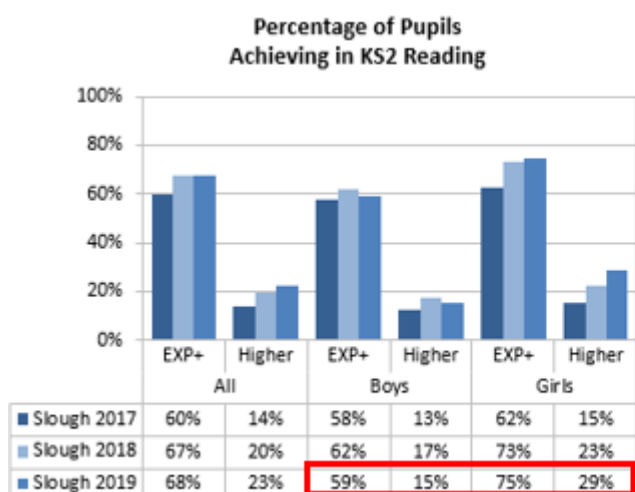
### All pupils – KS2 data - Slough



In Slough, 25% of children in reading and 19% of children in writing did not attain the expected standard at the end of primary school in 2019. These children are now in Year 7; this is a similar picture to 2018, current Year 8s in secondary schools.

In Slough, girls outperformed boys in reading and writing again in 2019, including at the higher standard. The gender gap is the same for both reading and writing. Boys' attainment fell slightly further behind girls' for reading and writing in Slough in 2019.

### Disadvantaged – KS2 data - Slough



The gender gap for disadvantaged children in reading and writing is even bigger than for all children, including at the higher standard.

## 3. What is the support intended to achieve?

### What are the overall aims of the support?

From EEF guidance *'Improving Literacy in Secondary Schools'*:

'Last year, over 120,000 disadvantaged students made the transition from primary to secondary school below the expected standard for reading. The educational prospects for this group are grave. If their progress mirrors previous cohorts, we would expect 1 in 10 to achieve passes in English and maths at GCSE, and fewer than 2% to achieve the English Baccalaureate.'

The project aims to support teachers in all subjects with strategies to help students read, write, and communicate effectively.

Use of the EEF guidance and related training will help to support a consistently excellent, evidence-informed education that creates great opportunities for all children and young people, regardless of their family background.

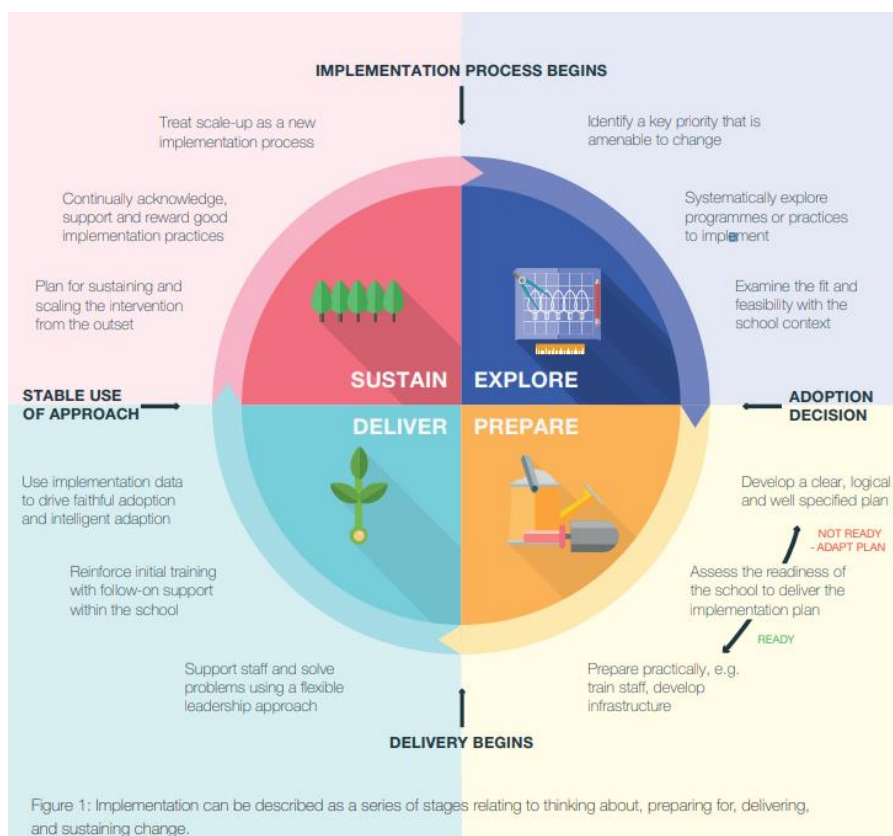
### What are the specific expected outcomes of the support?

- To support schools to recognise disciplinary literacy as an approach to improve literacy across the curriculum, recognising that literacy skills are both general and subject specific.
- To engage leaders and teachers in schools in implementing an evidence informed education system in Slough.
- To facilitate cross-phase working in Slough, with an emphasis on improving literacy across the curriculum.
- To support Slough schools to move towards 'exemplary' practice as referenced in the *RAG Self-Assessment for Improving Literacy in Secondary Schools*.
- To contribute to the EEF's work, by feeding back to the Research Schools Network and exploring the opportunities for affiliation.

## 4. What activities are planned?

### What do you propose to do? Over what timescale?

- To empower leaders in Slough schools to have a deep understanding of the EEF guidance report recommendations, through attendance at 'Evidence-Informed Approaches to Improving Literacy at Secondary Schools'. The training will explore approaches to reading, writing and vocabulary development, through the lens of robust research evidence. The training will have a particular focus on pupils who currently struggle to access the literacy demands of the curriculum.
- Establish a steering group of headteachers from both primary and secondary to scope a job description and job specification for project leaders and appoint to role two project leaders, one from the primary sector and one from the secondary sector.
- Project leads, supported by the steering group, to offer the project to Slough's primary and secondary schools and to identify cross-phase partner schools.
- Appoint a project co-ordinator to provide an administrative function to support the project leads.
- Provision of three stimulus training events from the Research Schools Network over the project period (18 months).
- Establish cross-phase Teacher Learning Communities across Slough (Dylan Wiliam), comprising up to two DLLs (Disciplinary Literacy Lead) from each school. These 'communities' will work with the project leads using the implementation model below:



(A School's Guide to Implementation, EEF)

- Each participating school completes the audit and identifies the recommendations that are most pertinent to the school's improvement priorities.

- The model of delivery of the project will consist of three stimulus training events, each followed by a TLC session. Each of these events will be hosted at different Slough schools. Host schools for each TLC session showcase progress made towards exemplary practice within the RAG self-assessment. Each stimulus training event will be opened to a wider delegate pool from across Slough schools.
- Following completion of the final TLC, each participating school will re-audit using the RAG self-assessment tool.

## 5. How will the improvement outcomes be sustained?

### ***How will you plan for the impact of the support to be sustained?***

- The steering group will investigate income generation through the stimulus training events.
- Each school to nominate a DLL (Disciplinary Literacy Lead) for continuity purposes.
- Each participating school has a delegated budget to resource the project within and beyond the project timescale.
- The participating schools will continue to benefit from new and supporting guidance from the EEF.
- Explore the potential to continue the TLCs beyond the project's timeline.