

Case Study Report

Action research - What is the most effective intervention for pupil premium children?

Overview of Project

At Highbury Primary School we have an expanding population of pupil premium children. Our gap for maths has been reducing but still remained wide, so I decided to introduce a systematic intervention programme for all pupil premium children and those below average. I researched many documents regarding good practice with pupil premium children, as well as visiting schools and attending courses.

Context

Highbury Primary is a good school situated in Cosham with a pupil premium population slightly above national. This picture is complicated by children who are SEND and Vulnerable and pupil premium. A successful two year Talk4Writing project has closed the gap in reading and writing at both key stages and resulted in outstanding progress in key stage 2. It was important to replicate this in maths.

Methodology

Each term following pupil progress meeting, the children were put into appropriate interventions. As the year progressed interventions were made more effective. The interventions were evaluated by a questionnaire to staff and pupils, and data progress from tests and tasks.

Key Findings

Interventions were effective when:

- They were based on pupil needs not off the peg interventions
- Pre-teaching was valued by pupils
- Interventions delivered by teachers or trained TA's had the best impact
- Targeting children early in the year ensured that they had more challenging work more quickly and did not get caught in a cycle of underachievement and widen the gap
- Introduction of practical apparatus - numicon really helped the children
- Small group work developed pupil dialogue and gave them their own sense of mathematics
- Improving quality first teaching was also essential
- Pupil conferencing at the start of the intervention enhanced motivation
- Daily number intervention of pupil premium children will replicate homework time
- Interventions should be sharply focused and pacy

Reflections

Maths results at all key stages rose with no adverse effect on reading and writing results. The in school gap and comparison to national APS reduced. Value added for PP pupils increased. 100% of pupil premium children made expected progress and 29% exceeded expected progress. This project enabled necessary progress and achievement to occur and kept everyone focused on maths without taking away from other subjects.

Key Contact

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