

Bristol Boys Project Data analysis

Reception – 2017/18

Sarah Jones



Glenfrome
Primary School

Overview

The story so far...

- As a Hub we decided to investigate Fine Motor Control of all children on Entry to school in September.
- Our aim was to see if there was a correlation between FMC and obtaining the ELG in Writing.
- Parents were asked to complete a questionnaire that gave us an idea whether they have had much support at home with being able to practise these skills. (eg: using scissors, playing with playdough, doing up their zips, buttons etc)
- Initially we looked at the outcome for Writing and Physical development, 30-50 and 40,60.
- To make the analysis more robust we decided that we didn't want to be restricted by the early years outcomes. Creating activities facilitating the key needs we identified requiring development.
- We devised 10 of our own FMC activities for all children to try within the first three weeks of school.
- These activities were completed in small groups and recorded by Teachers and LSA on a spread sheet.
- Children were observed while taking part in the activities and given a score of 1 if they could successfully complete them.
- From this SE choose 9 boys with the lowest scores to take part in the project.
- The project was discussed with all parents at parents evening in T1 and specifically for the targeted children packs were made up with activities in for home support. We found being open and honest with parents has had a great impact on the level of support at home. T4 a review of the project finding were shared with parents who were delighted to see the impact.
- Additionally we devised an OLP to track the movement of these children during morning and continuous provision sessions.
- Each morning 3 FM actives were set up that were differentiated in line with their score on the fact finding spreadsheet. These included activities such as dough disco, dough cutting, scissor skill activities- cutting in a straight line, tweezing pomp into pots. Observations were taken during this time and lots of link were made to the COEL.

Moving forward

- These boys will receive three sessions a week with a Teacher, student teacher or LSA to develop fine motor activities.
- We are placing greater emphasis on FMC and providing more activities during morning activities and within the continuous provision.
- Our Reception open morning will contain a FMC activity to demonstrate to parents ideas to support their child at home.
- We will look at data from Terms 1, 2, 4 and 6 to track the writing progress of these children (there may then be scope to roll this throughout the school for pupils that are tested and have a low score rating).
- This will then be rolled out to Y1,2 and 3.

Attainment by child in T1, 2, 4 and 6

Childs Class(YR)	Childs Name	Additional Information	T1-Baseline	T2	T4	T6
Willow	H	Non verbal EAL, Summer born SEN	16-26 high	16-26 high	16-26 high	EYFS EME
Willow	J	EAL	30-50 low	30-50 mid	40-60 low	EYFS EXP
Cherry	M	EAL, Summer born, PP	30-50 mid	30-50 high	40-60 mid	EYFS EXP
Cherry	M	EAL, Summer born	30-50 low	30-50 mid	40-60 low	EYFS EXP
Cherry	L	EAL, Summer born, PP	30-50 high	40-60 low	40-60 mid	EYFS EXC
Cherry	Y	EAL, Summer born PP, SEN, S&L	22-36 high	22-36 high	30-50 low	EYFS EME
Cherry	C		30-50 mid	40-60 trace	40-60 mid	EYFS EXC
Cherry	A	EAL, Summer born	30-50 low	30-50 mid	40-60 low	EYFS EXC
Cherry	S	Summer born	30-50 low	30-50 mid	30-50 high	EYFS EXP
Cherry	K	EAL, Summer born	30-50 low	30-50 mid	40-60 low	EYFS EXP
Cherry	C	Summer born, PP, Attendance, Attachment disorder,SEN	30-50 low	30-50 low	30-50 mid	EYFS EME

Comments

- *Of the 9 pupils chosen for the assessment, 6 are summer born.*
- *The greatest progress increases have been observed between T2 and T4.*
- *Two pupils have shown negative progress over the course of the year. These pupils have been identified as having additional needs to be discussed further in subsequent analysis.*
- *Typically low progress has been made with pupils whose verbal capacity of English is reduced/restricted.*
- *Children that have made the most progress also have been supported at home.*
- *T4 to T6 we will be adding an additional session for the children that haven't yet made accelerated progress (highlighted yellow that will include the support of the SENCO).*
- *Parents being involved from the start has had the biggest impact.*

Looking forward to next year's cohort the following considerations have been made:

- *Questionnaire to be given out before entry to reception.*
- *At the parents meeting before children join in September we will encourage parents to work on FM activities.*
- *We will explain parents can become involved in the projects (specifically looking for Male role models.)*

School improvement officer's thoughts on the project

- Reduce the gap in attainment in writing between boys and girls in phase 1

Rationale: The proportion of children achieving a good level of development in EYFS did not increase significantly in 2017. This was because the number of children who achieved the Early Learning Goal (EAL) in writing did not increase by very much. Fewer boys than girls achieved the EAL in writing. The gap between boys and girls in writing (15%) is higher than that found in Bristol schools. Boys usually enter the Reception year with weaker fine motor skills than girls which affects their pencil control.

Staff changes: new teaching team in EYFS. The new phase 1 leader (for EYFS and Year 1).

Expected impact by the end of the year:

- Increase in the number of children achieving a good level of development from 2017.
- Increase in the number of boys achieving the early learning goal in writing.
- Effective leadership will have enhanced the quality of teaching of writing

Impact to date:

- The school is part of the Bristol project to improve boys' writing.
- Initial analysis of boys' fine motor skills on starting school in September showed that a significant proportion did not have fine control and coordination (below skills typically found for their age).
- Since the introduction of systematic activities to develop these skills, this group of boys have made accelerated progress with most at the age appropriate development stage (except two boys with complex issues of SEN).
- Data shows that 98% boys had fine motor skills that were below typical at the start of the year. This proportion has decreased quickly. By the end of term 2, 45% boys were on track to achieve the ELG.
- By the end of term 4, this proportion is expected to be 60%.
- The new phase leader has experience of teaching the current Year 1 curriculum and its higher demands. Consequently, she has raised teachers' expectations in the early years of children's achievement. The interests of boys are harnessed and reflected in teachers' planning. Writing activities are presented to them as 'choices' related to their current interests. This strategy is inspiring them to write more readily.
- The phase leader presented to the meeting case studies that demonstrated rapid progress for the target group of boys from the start of the year. From simple mark-making, they are now able to write at least one coherent sentence with accurate spelling and legible handwriting.

Further actions:

- Explore 'stay and write' sessions; shared writing session during the school day with children and parents writing together.
- Monitor the length of time boys can apply themselves to their writing tasks over the next two terms in preparation for Year 1.