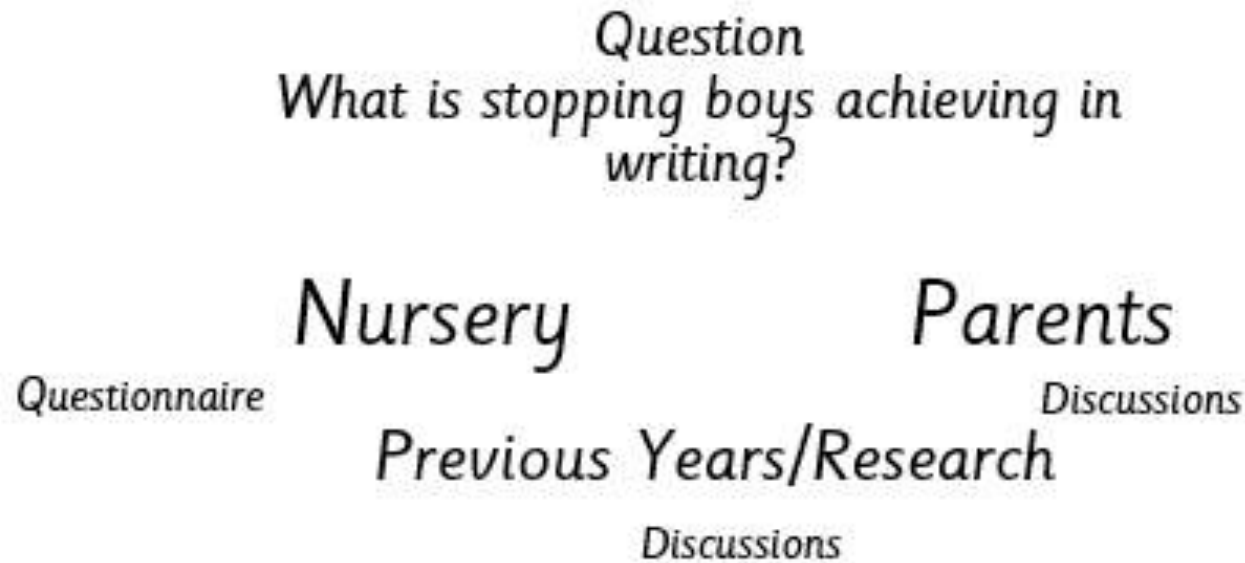


# Bristol Boys Project



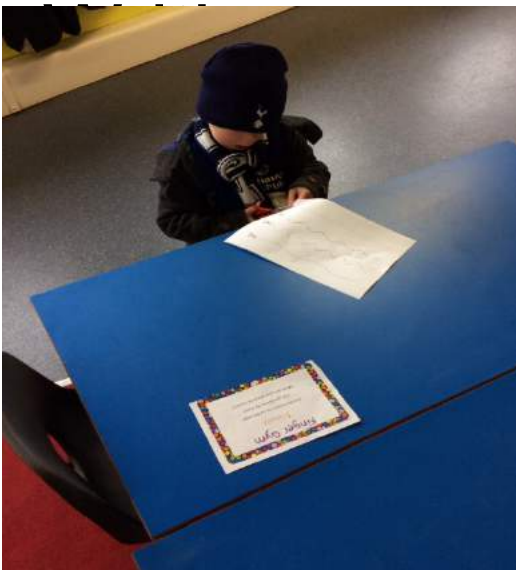
# SDP

We started by talking to Nurseries and Parents of our new children to gauge the current level of support/exposure to Fine Motor Control activities on entry in September.



# Our story so far...

- ▶ As a Hub we decided to investigate Fine Motor Control (FMC) 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





- We devised 10 of our own FMC activities for all children to try within the first three weeks of school.

Child's Name	Boy's Personal Achievement Test (PACT)									
	1. Can you perform with accuracy using one hand?	2. Can you perform with accuracy using two hands?	3. Can you perform with accuracy using three hands?	4. Can you perform with accuracy using four hands?	5. Can you perform with accuracy using five hands?	6. Can you perform with accuracy using six hands?	7. Can you perform with accuracy using seven hands?	8. Can you perform with accuracy using eight hands?	9. Can you perform with accuracy using nine hands?	10. Can you perform with accuracy using ten hands?
Tahira Mitez	1	1	1	1	1	1	1	1	1	1
Ella Parker	1	1	1	1	1	1	1	1	1	1
Ella Shraw	1	1	1	1	1	1	1	1	1	1
Layla Ingresley	1	1	1	1	1	1	1	1	1	1
Hadia Aamer	1	1	1	1	1	1	1	1	1	1
Maria Coysh	1	1	1	1	1	1	1	1	1	1
Pige Cooper	1	1	1	1	1	1	1	1	1	1
Eve Cooper	1	1	1	1	1	1	1	1	1	1
Kaylani Edgell	1	1	1	1	1	1	1	1	1	1
Williams	1	1	1	1	1	1	1	1	1	1
Rahen Ali	1	1	1	1	1	1	1	1	1	1
Frank Grimshaw	1	1	1	1	1	1	1	1	1	1
Mirwah Choudhury	1	1	1	1	1	1	1	1	1	1
Yaqub Adan	1	1	1	1	1	1	1	1	1	1
Mohamad	1	1	1	1	1	1	1	1	1	1
Abdelrahman	1	1	1	1	1	1	1	1	1	1
Cairo Richards	1	1	1	1	1	1	1	1	1	1
Ayaz Mohammed	1	1	1	1	1	1	1	1	1	1
Subhan Khan	1	1	1	1	1	1	1	1	1	1
Kamil Miah	1	1	1	1	1	1	1	1	1	1
Maxwell Mahoney	1	1	1	1	1	1	1	1	1	1
Taylor	1	1	1	1	1	1	1	1	1	1
Carter Jones	1	1	1	1	1	1	1	1	1	1
Luca Tomlin	1	1	1	1	1	1	1	1	1	1
Muse Abdi	1	1	1	1	1	1	1	1	1	1

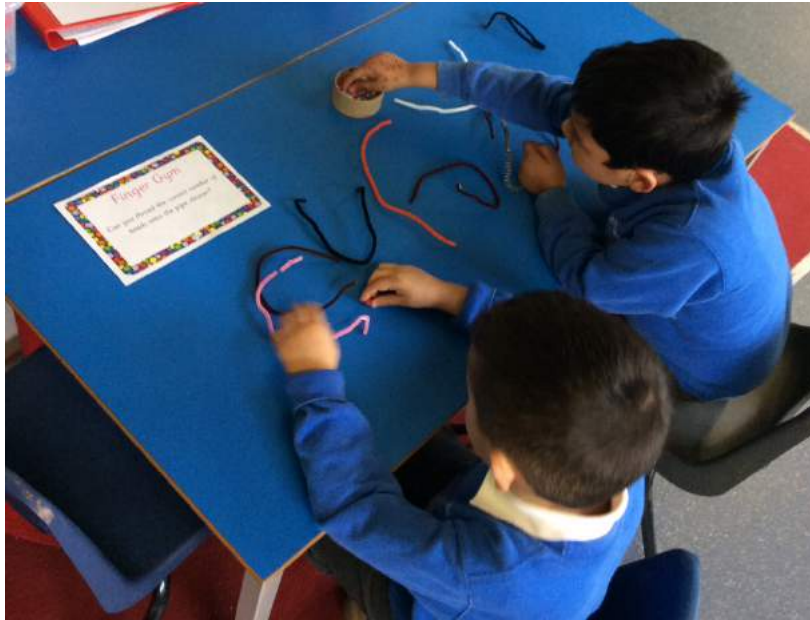
- These activities were completed in small groups and recorded by Teachers and LSAs on a spreadsheet.
- Children were observed while taking part in the activities and given a score of 1 if they could successfully complete them. From this we chose 9 boys with the lowest scores to take part in the project.

- ▶ 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.



- ▶ Term 4: a review of the project findings were shared with parents who were delighted to see the impact.

- Additionally we devised an Objective Led Planning sheet to track the movement of these children during morning and continuous provision sessions.



- Each morning 3 FMC activities 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 pompoms into pots. Observations were taken during this time and lots of links were made to the Characteristics of Effective Learning.



- These boys 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).



## *Attainment by child in T1, 2, 4 and 6*

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

# Summary

- *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.*
- *Moving forward*