



Intervention Analysis for Phonics: Rachael Haigh

Scores within the intervention

SEND

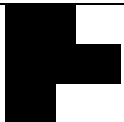
Pupil Premium

Name	Oct 2019	Dec 2019	FEB 2020	MAR 2020	JUNE 2020
Child A (y1)	Practise phonics screening test (24.10.19) = 4/40	Practise phonics screening test (16.12.19) = 11/40			
Child B (y1)	Practise phonics screening test (24.10.19) = 15/40	Removed from SENIT 05.11.19			
Child C (y1)	Practise phonics screening test (24.10.19) = 12/40	Removed from SENIT 05.11.19			
Child D (y1)	Practise phonics screening test (24.10.19) = 25/40	Removed from SENIT 05.11.19			
Child E (y1)	Practise phonics screening test (24.10.19) = 13/40	Removed from SENIT 05.11.19			
Child F (y1)	Practise phonics screening test (24.10.19) = 15/40	Removed from SENIT 05.11.19			
Child G (y1)	Practise phonics screening test (24.10.19) = 11/40	Removed from SENIT 05.11.19			



Child H (y1)	Practise phonics screening test (24.10.19) = 22/40	Removed from SENIT 05.11.19			
Child I (y1)	Practise phonics screening test (24.10.19) = 12/40	Removed from SENIT 05.11.19			
Child J (y1)	Practise phonics screening test (24.10.19) = 2/40	Practise phonics screening test (16.12.19) = 10/40			
Child K (y1)	Practise phonics screening test (24.10.19) = 28/40	Removed from SENIT 05.11.19			
Child L (y1)	Practise phonics screening test (24.10.19) = 14/40	Practise phonics screening test (17.12.19) = 24/40			
Child M (y1)	Practise phonics screening test (24.10.19) = 16/40	Removed from SENIT 05.11.19			
Child O (y1)	Practise phonics screening test (24.10.19) = 8/40	Practise phonics screening test (16.12.19) = 10/40			
Child P (y1)	Practise phonics screening test (24.10.19) = 22/40	Removed from SENIT 05.11.19			



Child Q (y1)	Practise phonics screening test – (05.11.19) = 11/40	Practise phonics screening test (17.12.19) = 19/40			
Child R (y2)	Practise phonics screening test (24.10.19) = 32/40 (+2)	Removed from SENIT 05.11.19			
Child S (y2)	Practise phonics screening test (24.10.19) = 38/40 (+12)	Removed from SENIT 05.11.19			
	Practise phonics screening test (24.10.19) = 39/40 (+10)	Left H.C.P.S 24.10.19			
Child T (y2)	Practise phonics screening test (24.10.19) = 37/40 (+7)	Removed from SENIT 05.11.19			
Child U (y2)	Practise phonics screening test (24.10.19) = 14/40 (+3)	Practise phonics screening test (17.12.19) = 18/40			
Child V (y2)	Practise phonics screening test (24.10.19) = 16/40 (+6)	Practise phonics screening test (17.12.19) = 24/40			
Child W (y2)	Practise phonics screening test (24.10.19) = 22/40 (+5)	Removed from SENIT 05.11.19			



Child X (y2)	Practise phonics screening test (24.10.19) = 22/40 (-7)	Removed from SENIT 05.11.19			
Child Y (y2)	Practise phonics screening test (24.10.19) = 13/40 (+6)	Practise phonics screening test (17.12.19) = 20/40			
Child Z (y2)	Re-entered on to SENIT 05.11.19	Practise phonics screening test (16.12.19) = 19/40			
Child AA (y2)	Re-entered on to SENIT 05.11.19	Practise phonics screening test (16.12.19) = 5/40			
Child BB (y2)	Re-entered on to SENIT 05.11.19	Practise phonics screening test (16.12.19) = 10/40			
Child CC (y2)	Re-entered on to SENIT 05.11.19	Practise phonics screening test (16.12.19) = 14/40			
Child DD (y2)	Re-entered on to SENIT 05.11.19	Practise phonics screening test (16.12.19) = 14/40			



SEND

Pupil Premium

B²

Expected

Exceeding

Progress on B²/DOL

SEND

Pupil Premium

Name	September 2019	December 2019	February 2020	July 2020
Child A (y1)	B ² Reading P4 Writing P4	Reading P7 372% Writing P5 152%		
Child B (y1)		Reading WTS Writing PKS		
Child C (y1)		Reading WTS Writing PKS		
Child D (y1)		Reading WTS Writing PKS		
Child E (y1)		Reading PKS Writing PKS		
Child F (y1)		Reading WTS Writing WTS		
Child G (y1)		Reading PKS Writing WTS		
Child H (y1)		Reading WTS Writing WTS		
Child I (y1)		Reading WTS Writing PKS		
Child J (y1)	B ² Reading P5 Writing P5	Reading P7 283% Writing P6 142%		
Child K (y1)		Reading WTS Writing PKS		
Child L (y1)		Reading PKS Writing PKS		
Child M (y1)		Reading WTS Writing PKS		
Child O (y1)	B ² Reading P5 Reading P5	Reading P8 289% Writing P5 61%		
Child P (y1)		Reading WTS Writing WTS		
Child Q (y1)		Reading PKS Writing PKS		
Child R (y2)	KS1 on entry Reading WTS+ Writing WTS+	Reading WTS Writing WTS		
Child S (y2)	KS1 on entry Reading WTS	Reading WTS Writing WTS		



	Writing WTS+			
F	LEFT			
Child T (y2)	KS1 on entry Reading WTS+ Writing EXS	Reading WTS Writing WTS		
Child U (y2)	KS1 on entry Reading WTS Writing WTS	Reading PKS Writing PKS		
Child V (y2)	KS1 on entry Reading WTS Writing WTS	Reading PKS Writing PKS		
Child W (y2)	KS1 on entry Reading WTS+ Writing WTS	Reading WTS Writing WTS		
Child X (y2)	KS1 on entry Reading WTS+ Writing WTS	Reading WTS Writing WTS		
Child Y (y2)	KS1 on entry Reading WTS Writing WTS	Reading PKS Writing PKS		
Child Z (y2)	B ² Reading P6 Writing P6	Reading P6 Writing P7	13% 63%	
Child AA (y2)	B ² Reading P5 Writing P5	Reading P5 Writing P5	7% 23%	
Child BB (y2)	B ² Reading P4 Writing P5	Reading P4 Writing P5	66% 81%	
Child CC (y2)	B ² Reading P5 Writing P5	Reading P5 Writing P5	154% 150%	
Child DD (y2)	KS1 on entry Reading WTS Writing WTS	Reading PKS Writing PKS		

Soft Data

Name	December 2019	February 2020	July 2020
Child A (y1)	Requires lots of support with oral		



	blending CVC words and needs to speed up her pace of learning		
Child B (y1)	Hardworking, eager learner who always works to the best of his ability. Struggles with the correct pronunciation of some phonemes ('sh', 'r'). phonics intervention to be received in class - 4/11/19		
Child C (y1)	Struggles with lots of speech sounds but always shows perseverance in sessions. phonics intervention to be received in class - 4/11/19		
Child D (y1)	Is a very happy, friendly child who tackles all tasks with enthusiasm. phonics intervention to be received in class - 4/11/19		
Child E (y1)	Attendance is an issue but when present. Always hard working. phonics intervention to be received in class - 4/11/19		
Child F (y1)	Requires lots of support with speech sounds but always fully focused and on task. phonics intervention to be		



	received in class - 4/11/19		
Child G (y1)	Happy, friendly child whose phonics knowledge is developing well. phonics intervention to be received in class - 4/11/19		
Child H (y1)	A quiet child but always displays a positive work ethic. phonics intervention to be received in class - 4/11/19		
Child I (y1)	Effectively participates in all sessions and developing phonics knowledge well. phonics intervention to be received in class - 4/11/19		
Child J (y1)	Requires lots of support with speech sounds but always attends sessions with a growth mind-set		
Child K (y1)	Always produces work of a high standard. phonics intervention to be received in class - 4/11/19		
Child L (y1)	Needs to speed up his pace of learning but always committed to working to the best of his ability		
Child M (y1)	A friendly but sometimes chatty		



	girl who is an eager learner at all times. phonics intervention to be received in class - 4/11/19		
Child O (y1)	Initially, Child O required lots of support with oral blending VC words but has now progressed to blending CVC words		
Child P (y1)	Entered on to SENIT 24.10.19 with very limited Phase 5 knowledge. phonics intervention to be received in class - 4/11/19		
Child Q (y1)	A very quiet and shy girl but always appears to enjoy sessions and work to the best of her ability		
Child R (y2)	Child R still needs to take a more active part in sessions as his efforts are sometimes lax. phonics intervention to be received in class - 4/11/19		
Child S (y2)	A lively, chatty girl who occasionally needs prompting to stay on task. Nonetheless, her phonics knowledge has developed very well. phonics		



	intervention to be received in class - 4/11/19		
	<p>■■■■■ efforts, confidence levels and phonics knowledge have improved immensely thus reflecting in this term's practise phonics test score</p>	<p>Left H.C.P.S. 24.10.19</p>	
Child T (y2)	<p>Child T's phonics knowledge has improved vastly and he now has the capacity to segment and blend most words confidently and accurately.</p> <p>phonics intervention to be received in class - 4/11/19</p>		
Child U (y2)	<p>Although, Child U still requires lots of support when blending most words longer than CVC, he still attends his sessions with enthusiasm.</p> <p>1:1 phonics intervention to commence 4/11/19</p>		
Child V (y2)	<p>A very chatty child who is very easily distracted thus needing lots of prompts to pay attention and stay on task. 1:1 phonics intervention to commence 4/11/19</p>		



Child W (y2)	Child W's speech and capacity to blend CCVC/CVCC have improved immensely. phonics intervention to be received in class - 4/11/19		
Child X (y2)	Child x's concentration levels have started to decline; she needs to be constantly prompted to either stay on task or not race ahead with activities. phonics intervention to be received in class - 4/11/19		
Child Y (y2)	Child Y's current mood swings and attitude to learning are very inconsistent. These in turn, have determined whether he chooses to access his group session, or not. 1:1 phonics intervention to commence 4/11/19		
Child Z (y2)	Re-entered on to SENIT 05.11.19		
Child AA (y2)	Re-entered on to SENIT 05.11.19		
Child BB (y2)	Re-entered on to SENIT 05.11.19		
Child CC (y2)	Re-entered on to SENIT 05.11.19		
Child DD (y2)	Re-entered on to SENIT 05.11.19		