



Our Core Purpose

To work together to grow and achieve.

1 School background

This is an average-sized primary school. The proportion of pupils supported through the pupil premium funding is much higher than average. The proportion of pupils from minority ethnic backgrounds is slightly higher than average. The school meets the government's current floor standards, which set the minimum requirements for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6. The school converted to an academy in April 2014 and is now one of 10 schools in the Spencer Academies Trust and its associated George Spencer Teaching Alliance.

2 What I hoped to achieve?

I hoped to improve attitudes to maths
I was also eager to improve engagement in lesson. Certain children my class often opt out of their learning by participating as little as possible. They do not disturb the learning of others but remain quiet, complicit and disengaged. I wanted to change that.
I also hoped to eliminate or at least lessen the frequency of post teach interventions which I feel weren't effective at closing gaps.

3 Characteristics of the children in intervention groups in my school

All of the children in the intervention groups are prior low attainers.
They lack confidence in themselves in relation to maths.
They show low engagement in lessons – regularly opt out, offer no contributions, take frequent toilet breaks during lessons.
These children consistently fail to achieve the lesson object and so are regular target children for post teach interventions.

4 What I did in the pre-teach group

Pre-teach sessions took place during assembly time 3 days per week (10:10 to 10:30). To facilitate this the timetable was changed to teach maths after break, beginning at 10:45. They were predominantly small group sessions with a maximum of 6 students.

The content covered ranged from what was going to be in the lesson to pre knowledge and addressing misconceptions. For example prior to a lesson on converting units of measurement we rehearsed prior knowledge on units of capacity, weight and length. We also rehearsed the maths language that would be used in the up coming lesson. In other pre teach sessions I simply read through the 'in focus' or anchor task that would make up part of the lesson.

I used a mixture of teacher led, independent and collaborative tasks during the sessions.

5 Impact on children

There has been a noticeable increase in confidence in the children taking part in the pre-teach sessions. This is reflected both in their student voice surveys as well as their increased participation and engagement in lessons.
All 6 of the children taking part in the pre-teach sessions scored higher on the PUMA (Progression in Understanding Maths Assessment) Summer 2. Two children in particular made significant progress, one reaching age related expectations for the first time since year 1.

6 Advice for other teachers or schools

The more successful sessions were those in which I had a clear vision for the purpose of the pre teach. Sometimes I feel I tried to include too much in the sessions. I think this diluted the value of the intervention as the children were a bit overwhelmed (just like they are in a lesson).

Going forward I hope I can think more strategically about the children in the intervention. I don't think my groups were very well balanced in terms of attainment levels or the intervention each child needed for a specific lesson. I hope to be more flexible with who can attend the interventions. During this study the group was a bit exclusive!