

Statement of Variance Reporting



School Name:	Duvauchelle	School Number:	3332
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Strategic Aim:	Duvauchelle School provides an a.w.e.s.o.m.e. learning environment. Student achievement and progress is increased across the school at all levels.
Annual Aim:	<p>READING Board Set Target for 2022: 85% of eligible students at or above expected National Curriculum levels in Reading At least 25% of that 85% are above the expected National Curriculum levels in Reading. Reading Annual Objective: To increase the percentage of students who are achieving at or above their expected curriculum area in Reading.</p> <p>WRITING Board Set Target for 2022: 85% of eligible students at or above expected National Curriculum levels in Writing At least 25% of that 85% are above the expected National Curriculum levels in Writing. Writing Annual Objective: To increase the percentage of students who are achieving at or above their expected curriculum area in Writing.</p> <p>MATHS Board Set Target for 2022: 85% of eligible students at or above expected National Curriculum levels in Reading At least 25% of that 85% are above the expected National Curriculum levels in Mathematics. Mathematics Annual Objective: To increase the percentage of students who are achieving at or above their expected curriculum area in Mathematics.</p>

<p>Target:</p>	<p>Reading Target Group: To accelerate the progress of those students at Year 2 (2 students), Year 3 (4 x students), Year 5 (1 x student) and Year 6 (2 x students) who are not achieving at their expected curriculum level.</p> <p>Writing Target Group: To accelerate the progress of those students in Years 2 (1 x student), 3 (1 x student), 4 (2 students), % (1 student) and 6 (2 students) who are not achieving at their expected curriculum level.</p> <p>Mathematics Target Group: To accelerate the progress of those students at Year 2 (2 students), Year 3 (2 x students), Year 4 (2 x students), Year 5 (2 x students) and Year 6 (2 x students) who are not achieving at their expected curriculum level.</p>
<p>Baseline Data:</p>	<p>At the beginning of 2022, the baseline data reported that 76% of Year 2-6 students were achieving at or above their expected curriculum level in Reading.</p> <p>At the beginning of 2022, the baseline data reported that 65% of Year 2-6 students were achieving at or above their expected curriculum level in Writing.</p> <p>At the beginning of 2022, the baseline data reported that 60% of Year 2-6 students were achieving at or above their expected curriculum level in Mathematics.</p>

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>The introduction of a Letter of the Week across the school</p> <p>Lots of phonics and sounding out skills - specific acts of teaching</p> <p>Early words</p> <p>Designated Library time each week</p> <p>Use the RTLB Service and match them with learners /small group work</p> <p>Individualised programmes i.e.: Reading Eggs and Fast Phonics</p> <p>Double reading - 1:1 and in a small group</p> <p>An expectation of Tui Room families that Flash cards and reading are done at home</p> <p>Group competition (Max is pretty good so I want to be too)</p> <p>Reading boxes</p> <p>House buddy reading</p> <p>Reading for pleasure</p> <p>Word families, alphabet games</p> <p>Recognition of progress and celebrating and bribery (chocolate fish)</p> <p>Stay goal oriented</p> <p>Choosing quality effective resources</p> <p>Timetabled communication between all staff</p> <p>Reflection and connections</p> <p>On-going targeted PD for Kereru teachers with Evaluation Associates</p> <p>Boys in Literacy PD</p> <p>Phonics</p> <p>Spelling programmes</p> <p>Audience and purpose</p>	<p>2022 Student Achievement Data</p>	<p>The arrival of two new students at the start of Term 3 adversely affected achievement data as both students came with learning needs and behavioural challenges that we had to work to address before progress could be made.</p> <p>The appointment of a teacher who struggled to adapt to teaching primary school aged children, in spite of the professional development opportunities provided. A resignation at the end of Term 2, meant a restructure of teaching staff and instability for students.</p> <p>Not all doom and gloom though as from Term 3 onwards, stability, quality teaching and learning practices and increased Y4-6 student engagement led to progress and enthusiasm for all.</p>	<p>Stability and consistency in staffing</p> <p>Continue to use Pr1me as our core mathematics programme along with basic facts and maintenance</p> <p>A more structured approach to the teaching of all aspects of literacy</p>

Sharing across the school
 Sharing with Buddy
 Ten minute writing across the school
 Writing stamina - a regular normal daily part of school life
 Handwriting lessons
 Fine Motor skills training
 Structured lessons - talking, planning, drafting, etc.
 Pr1me Maths
 Individualised digital learning programmes - Maths Whizz, Mathletics
 Parental buy in to ensure reinforcement of learning at home
 Basic facts and rapid recall
 Wall displays
 Repetition and opportunities to practice new skills and strategies
 A wide range of strategies used to reach a wide range of learners
 Maths integrated into other curriculum areas
 Shared understanding of expectations
 Goal setting/ Next step learning / learning passports?
 Transparency in learning - WALTS
 Reflection and connection

Planning for next year:

A Board funded TA for 3 hours a day to support struggling students, using Early Words, The Sentence Train, etc.
 New teaching staff appointed to start 2023
 Professional Development for Teaching Staff in Curriculum Assessment Tools, focusing on Writing.